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ABSTRACT

The social studies curriculum for grade 5 in Manitoba, Canada, is presented. A purpose of the program is to introduce students to some aspects of Canadian life today. Students examine their relationship to the environment and society. Emphasis is on helping students understand what their own area is like, how it is related to other areas of Canada, and how it is governed. The units include: Canada Today: A Physical and Political Overview; the Prairies; the North; British Columbia; Ontario; Quebec; and Atlantic Canada. As topics are presented for each unit, questions are asked and then learning activities are given to help students answer the questions. For example, in Unit I under the topic of Canada's physical features, climate, and vegetation, the question is asked, What are Canada's major topographical, climatic, and vegetation features and how are they interrelated? Students view pictures and films of Canadian scenes and read books. Activities involve students in map work, including quizzes based on the map, modelling a physical relief map, and constructing a precipitation This guide is arranged as follows: grade title and overview, unit title and overview, unit topics and focusing questions, unit topic objectives, and unit topic suggested teaching strategies and learning activities. (Author/NE)

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SOCIAL STUDIES INTERIM GRADE GUIDE

FOR

GRADE FIVE

LIFE IN CANADA TODAY

Sd 014230

DEPARTMENT OF EDUCATION
PROVINCE OF MANITOBA
1981'
Curriculum Development Branch

THIS GUIDE IS SUBJECT TO REVISION ON THE BASIS OF INFORMATION RECEIVED FROM SCHOOLS DURING THE 1981-82 SCHOOL YEAR. IT IS EXPECTED THAT MODIFICATIONS WILL NOT BE IN THE DESIGN OF THE PROGRAM; RATHER, CHANGES MAY BE IN AREAS CONCERNING IMPLEMENTATION, STRATEGIES AND RESOURCE MATERIALS.

ACKNOWLEDGEMENT

Appreciation is extended to the many social studies teachers who provided suggestions and ideas to the working committees during the development of this program. In particular, appreciation is extended to the following teachers, who participated in piloting the grade five program.

Adell Hay	Dalhousie School	Fort Garry School Division No. 5
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THE SOCIAL STUDIES PROGRAM

This guide outlines the interim Grade Five social studies program. It should be used in conjunction with The Social Studies K-12 Level One Document which describes the rationale of the K-12 program and includes statements of intent; goals; approach; categories of objectives; learning and development; selection of content; time allotment within the program and also an abstract of each of the grades. It is recommended that the Level One Document be read before implementing this program.

Interim Individual Grade Guides

The guides are organized under the following headings:

- Grade Title and Overview
- Unit Title and Overview
- Unit Topics and Focusing Questions
- Unit Topic Objectives
- Unit Topic Suggested Teaching Strategies and Learning Activities

The intent of each grade and unit is indicated in the grade overview and unit overviews, respectively. Included with each topic are focusing questions which help to guide inquiry for that particular topic. The objectives and the suggested teaching strategies and learning activities closely parallel the focusing questions.

The teaching strategies and learning activities are suggested. It is not intended that all the activities suggested must be attempted. Teachers may select those activities they deem to be appropriate, or develop their own activities from those that have been suggested.

It is suggested that teachers insert, within each grade guide, such materials as their own lesson plans, helpful teaching hints, resource materials, articles and test materials in order to make the guide as practical and useful as possible.

Where basic textual materials have been approved in a particular grade, they have been identified in the Manitoba Text Book Bureau Catalogue.

Teachers are requested to forward suggestions on improving this guide to:

Manitoba Department of Education
Program Development
Curriculum Development Branch
Robert Fletcher Building
409-1181 Portage Avenue
Winnipeg, Manitoba
R3G 0T3

GRADE FIVE-LIFE IN CANADA TODAY

GRADE FIVE OVERVIEW

This course deals with the experience of living in Canada today, i.e., the way in which people live their lives - their beliefs, customs, relations with others, ways of working and playing. This course is not to be thought of as a course in regional geography, at least not as that term has been conventionally understood. The major aim of the program is to introduce learners to some aspects of what life is like in Canada today, by focusing on their relationship to their society and environment, and on the similarities and differences of life in other parts of Canada. It is intended that students gain a meaningful understanding of what their own area is like, how it is related to other areas of Canada, and how it is governed. Some important understandings to be gained include:

- *Each location on earth is unique in respect to certain geographic features; each location is related to every other place in a variety of ways, including size, position, direction, distance, and time.*
- *Within society, some individual or group is usually authorized to make binding decisions and while decision-making is an important aspect of human interaction, the methods differ from one society to another.*
- *Human beings have similar basic needs, but how these needs are met depends on both the resources available and on the cultural values, history, technology, and interdependence of their society.*
- *In obtaining and using resources to meet their needs, people are active agents in reshaping their environment and establishing their identity. The environment, in turn, places limitations or restrictions on people.*
- *The diverse distribution of natural resources is one factor which leads to regional specialization, interaction, and interdependence.*

UNIT I-CANADA TODAY: A PHYSICAL AND POLITICAL OVERVIEW

UNIT I OVERVIEW

Before beginning a detailed study of the unit topics contained in the Grade Five and Six Social Studies programs, it is essential that students have some sense of understanding Canada's position in terms of its world location and its general physical and political characteristics. Activities for addressing these areas of understanding are structured around the following topics and associated focusing questions. (Suggested Time: 10 weeks.)

UNIT I TOPICS AND FOCUSING QUESTIONS

I. Canada Today: A Physical and Cultural Overview

a. Canada's Location in the World

- What is Canada's geographical position in the world?
- How does Canada compare in size to other countries?
- Of what significance are Canada's national symbols?

b. Canada's Physical Features, Climate and Vegetation

- What are Canada's major topographical, climatic, and vegetation features and how are they interrelated?

c. Canada's Population Distribution

- What are the population patterns in Canada?
- What factors influence where people live in Canada?

2. Canada Today: A Political Overview

a. Decision-making Groups

- What are the main decision-making bodies in Canada? How are they constituted? (i.e., elected or appointed?) What are their roles in governing Canada?

b. Canada's Political Divisions

- What are the major political boundaries in Canada?
- Where are Canada's capital cities located?

UNIT I TOPIC OBJECTIVES

Topic I: Canada Today: A Physical and Cultural Overview

Knowledge objectives

The students should be able to:

. describe Canada's location in the world.
. identify Canada's national symbols and explain their significance.
. identify Canada's main topographical and climatic features and vegetation patterns and explain some ways in which they are related.
. describe patterns in Canada's population distribution.
. explain the link between population distribution and the physical characteristics of Canada.

Thinking and research skill objectives

The students should be able to:

. acquire specific skills in map reading.

- orient maps and note directions
- locate places on maps and globes by means of a grid system
- express relative locations
- compare maps to make inferences

. locate and analyze information pertinent to suggested research topics.
. acquire skills in note taking, outlining and report writing.
. acquire skills in communicating ideas and information to others.

Attitude and value objectives

The students should be able to:

. discuss what they view to be some advantages and disadvantages of Canada's size and strategic location in the world.
. share their views about the uniqueness of Canada's flag and national emblems.
. discuss the benefits of being a citizen of Canada.
. discuss positions on value topics and issues. e.g., "Conservation of Canada's water, land, and natural vegetation is everyone's concern." Immigration: "Canada is a large country with a small population. Should more people, from other parts of the world, be encouraged to come here to live?" Where to live: "It is much better to live in the city than in the country."

Social participation objectives

The students should be able to:

. participate and interact positively in classroom discussions and activities.

. plan and carry out an activity aimed at encouraging the protection of Canada's physical environment.
. plan and carry out an activity designed to encourage pride in and appreciation of Canada.

UNIT I SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 1: Canada Today: A Physical and Cultural Overview

a. Canada's Location in the World

- What terms describe Canada's geographical position in the world?
- How does Canada compare in size to other countries?
- Of what significance are Canada's national symbols?

Introduction

. Review the names, locations and spellings of the world's oceans and continents. On an outline map of the world have students locate and label the continents and oceans from memory. Begin a large illustrated wall chart of terms, to be added to as the unit progresses. Students might also begin their own illustrated booklets of geographic terms.

. Keep the shape of Canada constantly before the students by including it on handout sheets and activity cards etc. Keep an outline or some type of map on the chalkboard.

Development

. Using graph paper, develop a simple grid system. Have students shade in Canada's location between 40 and 90 degrees north latitude and 60 and 150 degrees west longitude. Have students identify this same grid location on a globe and a map. Review Canada's position in the northern and western hemispheres.

. On a map, have students identify the large countries of the world. (e.g., China, U.S.A., Soviet Union, Brazil). Using small world maps from old atlases, cut out these large countries. Overlap the cutouts to arrange them in order of size. Determine Canada's position in the order.

. On the globe, and wall and outline maps of North America, identify Canada's boundaries and neighbours.

. Use reference materials to research the origin of Canada's name; the beaver and maple leaf as Canada's emblems; Canada's coat of arms; Canada's flag; and/or our national anthem. Construct a mobile displaying Canada's flag and emblems. Try to find out why these particular symbols were chosen and plan a class activity to make other students aware of their origins.

Conclusion

. On an outline map of the world, identify important factors about Canada's location.

- Northern Hemisphere
- Western Hemisphere
- Part of North America
- Identify Canada's water boundaries and neighbouring countries.

b. Canada's Physical Features, Climate and Vegetation

- What are Canada's major topographical, climatic and vegetation features and how are they interrelated?

Introduction

. Use a picture display (e.g., Canadian scenes from old calendars), films such as Paddle to

the Sea, Helicopter Canada, or books such as Paddle to the Sea, Canada in Colour to initiate the study of Canada's water, land, climate and vegetation features. Study, interpret and discuss the pictures and/or films to draw conclusions about the variety and diversity of Canada's topography and climate.

Development

. On an outline map of Canada showing major river systems and lakes label the following: Gulf of St. Lawrence, Bay of Fundy, Hudson Strait, Hudson Bay, James Bay, St. Lawrence River, Ottawa River, Red River, Assiniboine River, Hayes River, Churchill River, North and South Saskatchewan Rivers, Athabasca River, Peace River, Slave River, Fraser River, Yukon River, Mackenzie River, Great Bear Lake, Great Slave Lake, Lake Athabasca, Lake Winnipeg, Lake Manitoba, Lake of the Woods, Lake Superior, Lake Michigan, Lake Huron, Lake Erie and Lake Ontario, (The Great Lakes).

. Devise some identification quizzes based on the map.

e.g., - Identify rivers flowing north _____.
- A bay and a strait with the same name _____.

. Trace or paste an outline map of Canada on a piece of sturdy cardboard. Use a modelling medium to build a physical relief map using an atlas map as a guide. After the map is dry, use a vegetation map as a guide to paint the forest, parkland and prairie regions. Rivers and lakes may be painted blue and identified with flags. Use flags to name the mountain ranges and Canada's highest peak. Label the surrounding oceans, bays, gulfs, straits and islands.

. Construct a precipitation map of Canada. Use a colour code to label the areas of light, moderate and heavy precipitation. What topographical factors affect precipitation? How does elevation affect vegetation?

. Summer and winter temperature maps might also be made to identify areas that are hot to warm, cool to cold and very cold in winter; cold, cool to warm and very warm in summer.

. On an outline map of North America, label the major ocean currents which affect Canada's climate. Draw the warm currents with red and the cold currents with blue. Use arrows to show the direction of the prevailing westerly winds.

Conclusion

. Use pictures from old magazines to make:

- a collage of vegetation types
- a wildlife collage
- a physical features collage (mountains, land types, water).

. Do a research project on:

- a native Canadian tree
- an example of a Canadian mammal
- an example of a Canadian bird
- a endangered wildlife species

Examine your community for examples of good management or misuses of land, water or vegetation resources.

. Discuss and if possible demonstrate how we can protect our land, water, vegetation and wildlife.

e.g., - Plan a class project to publicize an environmental concern in your local area through a poster campaign or letter writing campaign and try to remedy the problem.

. Add new terms to the class wall chart and/or individual student booklets.

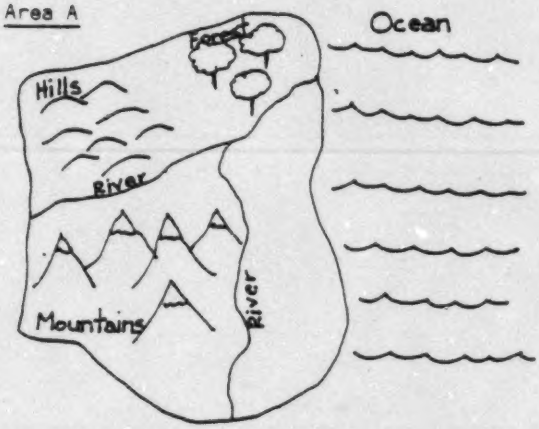
c. Canada's Population Distribution

- What are the population patterns in Canada?
- What factors influence where people live in Canada?

Introduction

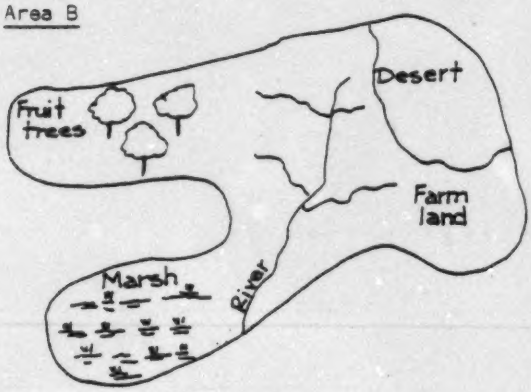
. Play the simulation game outlined below to help students understand the factors which influence where people live. Construct the maps for the sample areas illustrated below on overhead transparencies, or large pieces of cardboard or paper.

Area A



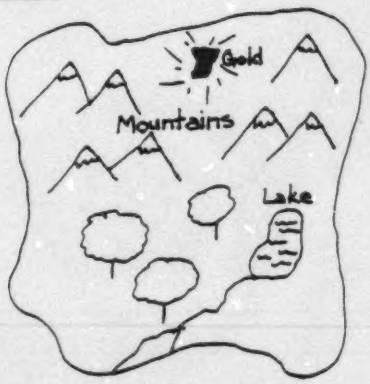
1. Look carefully at Area A. Where do you think most of the people would settle?
2. What are the area's natural resources?
3. How would the people travel?
4. What resource do the people need that the area cannot provide? Where will they get the materials they need?

Area B



1. Ask the same questions as for Area A.
2. Discuss how the natural resources and features of Area A and Area B affect the way of life of the people and where they live.
3. Discuss what types of trade could exist between the 2 areas.

Area C



1. Discuss Area C using the same format as for Area A and B.
2. While travelling through a desolated area, a prospector discovered gold. News of the strike spread to the public.

   a) How will the gold mine discovery affect the development of the area?
   b) What if the gold vein runs dry? What will the area look like in 25 years?

Area D

1. Salt has been discovered in the mountainous regions of Area D.

   a. Would the growth in this area be as fast as in Area C?
   b. What problems would the people have settling in this area as compared to the gold mine region in Area C?
   c. Would this area look the same in 25 years? Would you predict the same growth as in Area C? Why? Why not?
   d. Where could the people go if the salt ran out?
   e. Suppose that the people from Area C and Area D discover Area A and B after the gold and salt have run out. How would this affect Area A and Area B?

Development

. Examine maps and activities completed in a and b to help children come to some conclusions about where most Canadians are likely to live and why.

. Examine a population distribution map of Canada. Compare this map to the conclusions reached in the activity above.

Conclusion

. Construct a paper dot population map of Canada. Use a paper punch to make dots from different colours of construction paper. Paste the dots on an outline map of Canada to show areas of heavy and sparse population.

UNIT I TOPIC OBJECTIVES

Topic 2: Canada Today: A Political Overview

Note: Although "Canada Today: A Political Overview" is a core topic, teachers have the option of introducing it as a part of Unit I or at a point later in the program when they feel students might be better able to understand the topic. The advantage to introducing this topic early in the year, however, is that students can then examine the role of government in each of the regions of Canada as they study them.

UNIT I TOPIC OBJECTIVES

Topic 2: Canada Today: A Political Overview

Knowledge objectives

The students should be able to:

. identify the major decision-making bodies in Canada - at the local, provincial

or territorial, and federal levels - and describe how they are formed.
. describe how these bodies function to govern Canadians.
. recognize that decisions made internally can affect people in other parts of the world.
. identify the major political divisions within Canada i.e., provincial and territorial and their capitals.

Thinking and research skill objectives

The students should be able to:

. acquire skills in planning and conducting class meetings and field trips.

Attitude and value objectives

The students should be able to:

. recognize the need for elected groups who make decisions on our behalf. Clarify positions on value topics and issues. e.g., "Government decisions are helpful and beneficial for all people."

Social participation objectives

The students should be able to:

. identify the agencies in Canada that are responsible for setting and controlling immigration policies. Communicate in writing with one of these agencies to find out more about its activities.
. plan together and carry out an activity to assist a newly arrived immigrant in their school or community.
. organize and participate in a mini government, set up within the class, to assist in the class decision-making.
. communicate in writing with local and/or provincial government officials in order to invite them to come to the classroom to speak about their responsibilities.
. plan a field trip to a local and/or provincial government building to investigate what kind of work is done and what kinds of decisions are made.

UNIT I SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 2: Canada Today: A Political Overview

a. Decision-making Groups

- What are the main decision-making bodies in Canada? How are they constituted (i.e., elected or appointed)? What are their roles in governing Canadians?

Introduction

. Students frequently feel that adults make all the decision, and that they are left out of the decision-making process. Attempt to change this misconception by using some of the following activities.

- Allow students to select from among several assignments at an interest centre.
- Set up a system of checks and balances in your class. If some students are having problems, have other students make suggestions for improvement.
- Establish a suggestion box in the classroom. Discuss the suggestions during a class meeting.
- Allow students to participate in determining the sequences of units, experiences and activities for the class.

. Explore the role of people in decision-making.

- Have students list all the decisions they consciously or unconsciously make during a day. (What to wear, what to eat, whom to play with, what T.V. program to watch etc.) Who decides what?
- The teacher should also make a list of decisions that he or she must make during a day. Discuss and compare student and teacher lists for similarities and differences.
- Examine factors which can change or modify decisions. e.g., weather, being overruled by a parent, teacher, principal etc.
- Interview the principal, president of the student council, or parent council to determine what kind of decisions they must make and the factors which can change or modify their decisions.

. Attempt to bring the abstract concept of democracy to a more concrete level. A 100% pure democracy in a classroom would not work. The students would out vote the teacher on many issues. However, students and teacher can work together to insure the life of the democratic process.

- Have students vote on many matters and decide upon assorted jobs for the classroom.
- Establish a mini government within a class by holding a class election to choose a class president and secretary etc. Hold regular class meetings to discuss up-coming events, problems etc.

Development

. Briefly examine the structure and purpose of the three levels of government within Canada - Local, Provincial, National (Federal). Some questions to consider might include:

a. Why are they necessary?

b. What might life be like without such decision-making groups?

c. What kinds of decisions are made?

d. Are there people in the group who have the power to reject or change decisions?

e. How are people elected to this group?

f. What kinds of decisions affect the students personally?

. An Indian reserve band council is a unique form of local government. Briefly examine how a reserve is administered:

- How is the band council formed?
- How is the government of a reserve the same as/different from the government of a town or village of comparable size?
- What kinds of band council decisions affect Native students personally? e.g., building an on-reserve school.

. Explore the role of the Queen, Governor General and Lieutenant Governor along with Canada's role as a member of the Commonwealth and United Nations.

Conclusion

. Plan field trips to local and provincial government buildings.

. Invite local and provincial officials into the classroom to speak of their responsibility to the community or province.

. Prepare a chart to show the levels of government within Canada. Enhance the chart by including pictures of the Queen, Governor General, Prime Minister, Lieutenant Governor, Premier, Mayor, Chief, etc.

. Hold a Commonwealth or United Nations Day. Have each student represent a member country. Make a flag for the country, identify its location on a map, read a folk tale from the

country, report on some interesting feature of the country, tell about a national dish etc.

. Invite a person who has recently immigrated from another country to describe how some of the decisions made within Canada (e.g., on trade, immigration, etc.) affected them personally or others in their country.

. Invite band officials into the classroom to speak of their responsibilities. Choose representatives from bands which have "local control" as well as those still administered more directly by the federal government.

. Invite members of Manitoba's Four Nations Confederacy to explain the purpose of their organization. What different tribal groups does the Confederacy represent?

b. Canada's Political Divisions

- What are the major political boundaries in Canada?
- Where are Canada's capital cities located?

Introduction

. Compare the division of Canada into units called provinces to the division of an area into school districts. Just as the school looks after educational needs of the school district, a particular city called a capital city looks after the needs of the province. Compare the local school board office to the national capital.

. Add the terms province, territory, capital city to the wall chart and/or individual student booklets.

Development

. Mount a map of Canada on sturdy cardboard. Cut apart to make a Canada jig-saw puzzle. (*Note: Many commercial puzzles are also available.)

. Trace and cut out the shapes of the provinces and territories. Learn to identify them by shape. Compare them by size.

. On an outline map of Canada mark in the provincial and territory boundaries and capital cities using the appropriate map symbols.

. Identify the provinces and territories in terms of direction. (Western Provinces, Central Provinces, Eastern Provinces). Manitoba is east of Saskatchewan and west of Ontario.

. Play the game FINDO. When the name of a political division is called, students must cover both the name called and its capital city.

F	I	N	D	O
ALTA.	MAN.	P.E.I.	B.C.	ONT.
QUE.	NFLD.	SASK.	YUKON	N.S.
N.B.	Toronto		Halifax	Whitehorse
Victoria	Charlottetown	Edmonton	Fredericton	St. John's
N.W.T.	Winnipeg	Regina	Yellowknife	Quebec

. Construct word search puzzles and spelling games to help students learn how to spell the names of the provinces and territories and their capital cities.

. Compare the sizes of the capital cities.

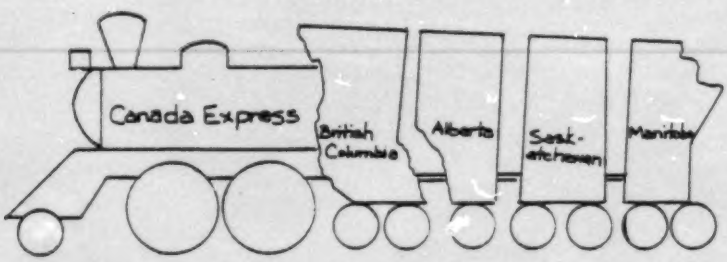
Conclusion

. Construct a "Province Mobile." Suspend the individual provincial shapes from a coat hanger. Print the provincial name on one side; the name of the capital city on the reverse. Cut out a picture from old magazines, calendars or travel brochures to show a provincial or capital city scene.

. Discuss some of the reasons why the territories have not achieved provincial status.

. Use reference sources to find out how each province or territory got its name.

. Make a Provincial Train.



OVERVIEW TO UNITS II-VII

UNIT TITLES

Unit II	The Prairies
Unit III	The North
Unit IV	British Columbia
Unit V	Ontario
Unit VI	Quebec
Unit VII	Atlantic Canada

GENERAL OVERVIEW

The units in the Grade Five program follow a format which allows students to compare the ways Canadians live in different regions of the country today. Teachers may use either Unit II or III to introduce the regional studies, depending on whether their school is located on the prairie or in the northern region of the province. The remaining units may be studied in any order.

The focusing questions are the main understandings to be developed throughout the six units. However, not all the questions will be emphasized to the same degree in each unit. (Suggested Time: 3 weeks per unit.)

GENERAL TOPICS AND FOCUSING QUESTIONS

Topic 1: Regional Overview

- What defines the boundaries of the region? (geographically, politically, culturally, economically)?
- What are the distinctive physical and cultural features of the region? (togography, climate, vegetation, natural resources, population, ethnic origins, economic activities).

Topic 2: Life Today

- What is the relationship between the physical and cultural environments and the way of life? (i.e., how do such factors as physical features, climate, natural resources, cultural values, and traditions affect people's economic, recreational and cultural activities in this region?)
- How do people in this region interact with people in other parts of Canada and the world? (Consider such factors as trade, cultural exchange, transportation, communications, and migration.)
- How does modern technology influence this region?
- What is the role of government in this region?
- Of what significance are historical events and cultural traditions in the lives of contemporary inhabitants of this region?
- What accounts for the diversity of the way of life within this region? (Consider factors such as urban/rural, cultural groups, economic factors.)
- What are the current issues affecting people in this region? (Consider factors such as political, economic, social, environmental, cultural.)

Topic 3: Comparison with Other Regions

- What are the similarities/differences between life in this region and the rest of Canada?

UNIT II-THE PRAIRIES

UNIT II OVERVIEW

This unit examines the human experiences of living on the prairies today. The attempt is to focus on the way in which people live - their beliefs, customs, relationship with the land, relationship with others, and ways of working and playing. The prairie region is used for organizing the learning activities. However, the political, economic, social and cultural organization of the area also underpins the unit content. Two major boundaries that confine the study are the political boundaries and the physical boundaries of the "prairie provinces" and the "prairies" respectively.

The purpose of the unit is to have students develop an understanding of some aspects of what life is like on the prairies today, supported by those historical traditions that help to explain the foundation of that way of life. Also, the role of government in decision-making will be examined during the development of the topics within the unit.

UNIT II TOPICS AND FOCUSING QUESTIONS

1. Overview of the Prairies

   - How are the boundaries of the prairie region and the prairie provinces defined?
   - What are the distinctive geographical features of the prairie region?

2. Life Today

   - How are the major economic and recreational activities of people in the prairie region influenced by the cultural and physical characteristics of the region?
   - What role does modern technology play in the way of life in the prairies?
   - How do people in the prairie region interact with people in other parts of Canada and the world?

3. Comparisons with Other Regions

   - What are the similarities and differences between life on the prairies and life in other regions of Canada?

UNIT II TOPIC OBJECTIVES

Topic I: Overview of the Prairies

Knowledge objectives

The students should be able to:

. identify the boundaries of the prairies as a physical region and describe its location in relation to the rest of Canada.
. describe the major physical features of the prairie region.
. identify the political boundaries that define the provinces within the prairie region.

Thinking and research skill objectives

The students should be able to:

. gather data from maps.
. interpret, analyze and evaluate information gained from maps.
. construct maps to record information.

Attitude and value objectives

The students should be able to:

. discuss the pros and cons of the diversity of the prairie landscape.

UNIT II SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic I: Overview of the Prairies

- How are the boundaries of the prairie region and the prairie provinces defined?
- What are the distinctive geographic features of the prairie region (landforms, water systems, climate, vegetation, population)?

Introduction

. Introduce the terms "the prairies" and the "prairie region" to the students.

. Have the students make a composite list of all of the characteristics they can think of that would describe the prairie region in summer and in winter. Directive questioning should foster characteristics including: size, landforms, climate, rivers and lakes, population distribution, and vegetation. Categorize the characteristics suggested by the students.

. Review the meaning of the concept "region." (A region is a particular area of the earth's surface which has some kind of homogeneity.)

. With the students, plan an imaginary flight across the prairie region, from east to west and narrate the trip to them. They, from their vantage point high in the sky, have a bird's eye view of the land below. Mention places, special land marks, geographical characteristics, vegetation etc. At times, during their imaginary journey, remind them of historical events associated with particular locations. You may want them to descend to have a closer look at something in particular. When they complete the journey at the Rockies have the students discuss what they saw or perhaps, who they saw. Are there places they would like to visit? Did they find it difficult to imagine some places or areas? Were many names new to them? Some of the unfamiliar areas or places could become the focus for special research topics.

. Have the students record, in visual or written form, their impressions and feelings about the prairie region.

. Have the students display their creative works (pictures, poems, stories etc.) on an outline wall map of Canada that has the prairie region clearly marked. Make certain students are able to differentiate between natural characteristics and human made characteristics. This wall map can eventually become a mural having the theme - "The Prairies." Pictures of prairie lifestyles can be added. Tourist guides, calendars, photographs, magazines etc., are good sources for pictures.

Development

. Discover the prairie region through maps. Review with the students the nature and function of maps. Any well constructed map should contain the following:

- title - giving the cue as to what the map is about. (should also include date of map);
- key or legend - giving the meaning of the symbols or colours on the map;
- scale - giving the ratio between the map and the surface it portrays;
- grid - a locator composed of intersecting lines from which one can pinpoint locations;
- projection - explaining the nature of distortion of the earth's surface by the map;
- direction - indicates north or other directions.

. Divide the students into work groups and have them:

- determine the quality of their maps on the basis of the above criteria;
- determine the scales of the various maps;

- determine whether maps convey human or natural (topographical) features;
- discover the "est" locations: i.e., biggest, furthest, closest, (to particular communities) in the prairie region;
- answer specific questions such as: Which community is located farthest north? west? etc. Which is the longest highway? Where are the parks? Which is the largest lake? What communities are located on the Trans Canada highway? Find _____ etc.
- determine populations of various communities. Compare sizes;
- determine elevations, distance and directions. Have students hypothesize on the directions rivers flow. Predict population patterns on the basis of road patterns and land forms;
- plan a field trip based on maps of the local community as a follow-up activity. Outdoor orienteering would reinforce the concepts of direction, scale, grid;
- plan a trip between two or more prairie communities. From the map they should be able to determine distance, places to see, elevation etc.;
- explain the importance of maps to the traveller and to the geographer;
- discuss the roles of other "models" besides the map in helping describe and explain something; the importance of scale and direction on a map; and the significance of projection.

. Introduce the two general classes of maps: one for locating things or people or some of their characteristics; and one for presenting relationships, often in the form of ratios.

Examples: <u>Location</u> (and distribution)

- landforms
- rainfall distribution
- population
- political boundaries
- crops
- minerals
- religions
- languages
- cultures

<u>Relationships</u>

- density of population
- percentage of farm land in crops
- number of births and deaths per thousand population

- The focus at this level is location (and distribution) maps. Provide examples of location maps other than landform or highway maps. Have students compare the purpose of these maps to the ones they used in the previous activity. Do the criteria for a good map still apply?
- Introduce three dimensional relief maps (or models). Are these still maps?
- Discuss the problems of vertical scale (which is purposely exaggerated in order to bring out even minor differences in relief).

. The students have been introduced to the prairie region with its characteristic "plains" landforms. Now, have them examine the political boundaries which have been super-imposed on the physical region. Students may confuse these concepts unless they are carefully explained and analyzed. Have students prepare two location maps: on the first, define the geographical regions of Canada by using different colours to indicate the Near North, the Far North, the Western Mountains and Valleys, the Plains.

- On the second map, define the Prairie Provinces - trace their outlines in dark black ink.

. Superimpose the political regional map over the physical regional map and discuss the relationships between the two maps and the various boundaries. What is the difference/similarity between the maps? Are the prairie provinces composed of "plains" or "prairies" only? What other landforms are included within the boundaries? Does the name "Prairie Provinces" still

make sense? Where did the name come from? Map #2 is a political map. The boundaries of the provinces were determined by politicans and government workers and do not refer to the landforms.

Conclusion

. Introduce the students to landform or topographical maps of the prairie region and identify the landforms - plain (or prairie); hills; valleys. Have interested students do research to discover how these features were formed.

. Investigate the "Badlands" areas of southern Saskatchewan, Alberta. What archaeological discoveries indicate the nature of floral and faunal life in previous eras? In what other parts of the prairie region have fossil remains been located?

. Have students make predictions about present day ways of life in the prairie region, based on what they know about the geographical features. The discussion should raise points related to economic, social, linguistic and cultural diversity.

- Students can record their guesses for verification later. Chart paper, with appropriate headings, can be used for this purpose. Headings might include:

  - Work on the Prairies
  - Resources of the Prairies
  - Languages of the Prairies
  - Communities of the Prairies etc.

UNIT II TOPIC OBJECTIVES

Topic 2: Life Today

Knowledge objectives

The students should be able to:

. identify the major economic and recreational activities of people on the prairies and explain how these are related to the physical characteristics of the region.
. describe how modern technology influences the lives of prairie residents.
. identify some trade, transportation, cultural links with the rest of Canada and the world.
. describe some historical events and/or cultural traditions that influence prairie living today.
. describe some advantages/disadvantages of living in the prairie region.

Thinking and research skill objectives

The students should be able to:

. record and present information gained from research.

Attitude and value objectives

The students should be able to:

. discuss the benefits of being a citizen of the prairies.
. examine their own attitude towards the diversity of the ways of life.
. recognize the contributions that different cultural groups make to prairie life today.

Social participation objectives

The students should be able to:

. identify agencies who are responsible for promoting the prairie provinces as a

tourist area and communicate with some of these agencies to find out more about their activities. Invite a person from a tourist agency to come to the classroom to speak about their activities and responsibilities.
. plan and implement a program to advertise their community so others may wish to visit it.
. take part in cultural activities in their community.
. interview and talk to senior citizens in the community to find out how life has changed from what it was like in the past.
. interview and talk to people engaged in different occupations in the community to find out about their activities.

UNIT II SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 2: Life Today

- How are the major economic and recreational activities of people in the prairie region influenced by the cultural and physical characteristics of the region?
- What role does modern technology play in the way of life the prairies?
- How do people in the prairie region interact with people in other parts of Canada and the world?

Introduction

. Have students determine, on the basis of their understandings of basic human needs (food, clothing, shelter etc.), where the most likely settlement areas would be in the prairie region e.g., What criteria would a wheat farmer use in choosing a location for a farm? Consider landforms, water forms, climate, transportation, access to resource and supply centres. Have them construct, on the basis of their speculation, population distribution maps. Compare their maps to the actual population/settlement patterns. Discuss reasons for similarities and differences.

. Discuss the role of wheat as the basis of the prairie economy during the early years of the twentieth century. Develop the concept "resources" and the relationship of resources to human activities and lifestyles.

Development

. Resources:

- As a class, identify and locate on a map the major natural resources that form the basis of the prairie region economy. Then divide students into groups to research how people use these resources.

e.g., - land: agricultural - grain farming; cattle ranching. consider - necessary landforms and climatic conditions; education, training, technology required, rewards or risks involved, transportation and marketing systems, relation to the Canadian economy, typical events in the day to day life of a farmer or rancher.

- minerals: coal, potash, petroleum.
consider - origins of the labour force. (Are they from the prairies or have they migrated from another part of Canada or the world?) Methods of extraction and processing, products, rewards or risks involved, role of modern technology, transportation and marketing systems, significance in the Canadian economy, typical events in the daily routine of a miner or oil worker.

- Once the work groups have completed their tasks, have them report their findings to the class. This could be done by role playing. Have a representative from each group assume the role of a wheat farmer, a cattle rancher, and oil worker etc. Have them explain the nature of the resource, their roles in processing it, and its importance. The class, in turn, may direct questions to the three actors.

. Communities:

- Introduce students to a number of communities in the prairie region which vary significantly in location, population size, age, economic base. Do research to determine when and why each community (city, colony, town, village, Indian reserve etc.) was established - e.g., centre of government, commerce, transportation, service centre for surrounding farming/mining/petroleum operations, religious centre, etc.
- Using visuals as much as possible, compare the physical/historic/ethnic/cultural/racial/economic influences that contribute to the atmosphere of each community.
- Determine if these communities share any common characteristic because of their prairie locations.
- Consult community newspapers, or contact people living in these communities for their impressions as residents. What do they like or dislike about their particular community? How do they make their living? What cultural or linguistic ties do these residents have with other parts of Canada or the world?

. Transportation:

- Discuss the significance of transportation to the lifestyle of prairie people. List the type of transportation networks in existence - (highway, rail, air, pipeline). What centres do these systems link? What do they carry?
- What do transportation workers like or dislike about their jobs? e.g., truckers, air traffic controllers, railroad crews, snowplow operators. What technical innovations have affected the workers' jobs? How are these networks important to residents of the prairie region? What would life be like if the routes didn't exist?

. Industry:

- Exploration of primary resources in a region often stimulates secondary growth as people establish industries and services to provide for peoples' needs. What prairie industries are closely related to the natural resources of the region?

  e.g., - agriculture - farm machinery manufacturing, seed and fertilizer companies, meat packing companies, grain elevator companies, banks, etc. What role does government play in the agricultural (or other) industry? e.g., Wheat Board - markets, grain inspectors - regulate the quality of meat, farm subsidy programs, control of pesticides, etc.

. Recreational and Cultural Activities:

- Examine some recreational activities popular in the prairie region.
- In what team or individual sports do prairie people participate? Identify some people associated with these sports.
- What are the main attractions of prairie resort areas? Plan an itinerary for a holiday at a prairie resort area.

. Find out about farm vacations available on the prairies. Role play some of the experiences of the farm host or guest during the farm holiday.

. Identify artists and crafts people who are living or have lived on the prairies. Include storytellers, writers, sculptors, painters, actors, singers, musicians, filmmakers, etc. Try to determine if their prairie backgrounds have influenced their art or craft.

- Report on various cultural and recreational events which occur annually in the prairie provinces. e.g., Calgary Stampede, Klondike Days, Buffalo Days, Folklorama, Dauphin's Ukrainian Festival, Pow-wows, etc. How does prairie history influence these celebrations?

Conclusion

. Ask students to travel back in time to the turn of the century in the "last best west." Have the students, in their imaginations, meet a prairie farm family. What would they see? What would farm life be like? What is the family's background? Are they experienced farmers? Are they Native Canadians or more recent immigrants to the area?

Role play a conversation between the family and the students in which the class tries to explain what life will be like on the prairies in the future. Have them describe the changes that the last 80 years have brought.

. Have the students return to the present and record their experiences on paper. Their written assignment could:

- give names and character to the prairie family of the early 1900's;
- explain what life was like on the farm during the year 1900;
- describe how farming has changed and what other resources form the basis of the prairie economy today;
- explain changes in technology, industry, transportation and urbanization.

. In many prairie communities there are senior citizens who would enjoy coming into a classroom and telling the students about rural or urban life in the past. If you intend to use this approach, it would be wise to interview these people first and find out what topic would interest them the most. Perhaps it would be best to have them talk to students about one topic. Some suggested topics might be:

- urban transportation systems
- harvesting
- stampedes
- one-room rural schools, Indian residential schools
- recreational activities, e.g., curling, baseball, community dances
- The War Years or the Depression
- obtaining food - preserving fruits and vegetables and meat

. Interviewing is an important aspect of the oral history method in order to trace the changes occurring on the prairies during this period. Sample questions could include :

- What kind of school did you go to when you were my age?
- What did you do for entertainment?
- How did you get to school?
- How did your mother cook dinner?
- Where did your parents shop?
- How did you learn the news of the day?
- Where did you get most of your food in the winter?
- In what kind of a home did you live?
- How was your home heated?
- How did you travel from place to place?
- Did you visit the city or country often?

UNIT II TOPIC OBJECTIVES

Topic 3: Comparisons with Other Regions

Knowledge objectives

The students should be able to:

. identify the similarities and differences between life in the prairie region and life in other regions of Canada.

Thinking and research skill objectives

The students should be able to:

. summarize information gathered on a chart in order to compare living in the prairie region with living in other areas of Canada.

Attitude and value objectives

The students should be able to:

- recognize and begin to understand the differing values of the variety of people in the prairie region.
- identify ways in which the prairie region is an interdependent part of Canada.
- cooperate in planning and carrying out an exchange of information between their region and another region of Canada.

UNIT II SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 3: Comparison with Other Regions

- What are the similarities and differences between life on the prairies and life in other regions of Canada?

- On large chart paper, use the following headings to summarize the data students have gathered about the prairie region. (Add or delete topics if necessary.) Where possible, they could record the appropriate information in picture form. As the students complete their study of each of the units, fill in the pertinent data to provide an overall comparison of the regions of Canada.

	Prairies	Near North	Far North	British Columbia	Ontario	Quebec	Atlantic
Distinguishing geographic features							
Major urban centres							
Population size							
Cultural origins of population							
Main language spoken							
Major natural resources							
Major economic activities							
Main transportation links with other regions							
Cultural links with other regions							
Imports from other Canadian regions							
Exports to other Canadian regions							
Tourist attractions, etc.							

UNIT III-THE NORTH

UNIT III OVERVIEW

In the North, physical environment and cultural heritage combine to produce a way of life for present inhabitants that differs in many ways from that of the majority of Canadians who live in the southern regions of the country. This unit examines the nature of this interaction and looks at the influence of modern technology and resource development on the people and the region.

There are many ways of defining a region, depending on the criteria used. For study purposes, "North" has been subdivided into the "Near North" and the "Far North" based on factors such as population density and transportation and communication links with other parts of Canada. However, similar questions can be asked about both the Near and Far North.

UNIT III TOPICS AND FOCUSING QUESTIONS

1. Overview of the North

   - What criteria can be used to define the "Near" and "Far" North?
   - What political divisions are there within the Near and Far North (i.e., provinces and territories)?

2. Life Today

   a. The People of the North

   - Who are the inhabitants of the Near and Far North?

   b. Meeting Needs in the North

   - How does the physical environment influence the way Northerners meet their needs?
   - What links do Northerners have with other Canadians? Other parts of the world?

   c. Technology and Change in the North

   - How does modern technology affect the lives of people in the Near and Far North? How has it changed traditional lifestyles?

3. Comparisons with Other Regions

   - What are the similarities and differences between life in the Near and Far North and life in other regions of Canada?

UNIT III TOPIC OBJECTIVES

Topic I: Overview of the North

Knowledge objectives

The students should be able to:

. identify some criteria which might be used to define the North as a region and describe its relationship to the rest of Canada.
. identify the political boundaries that define the provinces and territories within the northern region.

Thinking and research skill objectives

The students should be able to:

. use maps as a source of information about the natural topography, demography, transportation links, and political boundaries of the North.
. analyze this data to formulate a definition of "North" as a region of Canada.

Attitude and value objectives

The students should be able to:

. discuss the pros and cons of the diversity of the Northern environment.

Social participation objectives

The students should be able to:

. contribute effectively to class discussions and activities.

UNIT III SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 1: Overview of the North

- What criteria can be used to define the Near and Far North?
- What political divisions are there within the Near and Far North?

Introduction

. Discuss with the students the question "Where is North?" Do people who live in Northern Manitoba communities such as Brochet, Thompson, Island Lake consider themselves as Northerners? How would people in Baker Lake or Yellowknife or Inuvik react to this definition of Manitoba people as Northerners?

Development

. A region is a particular area of the earth's surface which has some kind of homogeneity. In an effort to define "The North" as a region, examine maps of northern Canada which indicate:

- topographical features
- natural resources
- transportation and communication systems
- population density, cultural and linguistic affiliations
- political boundaries
- economic activities

Do any of these data provide a basis for defining the North as a region distinct from other areas of Canada?

. Do research to find out the criteria used by two or three geographers in defining the North as a region. For example, the text, Canada: This Land of Ours, uses the limited transportation/communication links as the criterion for designating the Near and Far North as subdivisions of a distinct region.

Conclusion

. Prepare a picture display of Canada's Near and Far North to familiarize students with the diverse topography, population, seasonal activities, natural resources, etc. Suggest that much of the North might be considered a marginally habitable area and discuss why people would settle in these regions. Decide what skills people would need to survive in a Northern environment.

UNIT III TOPIC OBJECTIVES

Topic 2: Life Today

Knowledge objectives

The students should be able to:

- identify the Native groups who comprise the majority of permanent Northern inhabitants.
- identify some traditional Native adaptations to life in the North.
- provide reasons for the historical and contemporary interest of non-Native people in the North.
- describe some unique problems the physical environment poses for people living in the North today.
- describe the influences of some modern technological innovations on life in the North.
- indicate how people in the Near and Far North interact with people in other parts of Canada and the world.

Thinking and research skill objectives

The students should be able to:

- compile a bibliography of print and non-print resources that are relevant to class activities on the North.
- consider which sources of information on a given topic are acceptable and why.
- use Northern newspapers as sources of information about life in the North.

Attitude and value objectives

The students should be able to:

- share their concern about the human responsibility to maintain the delicate balance of nature in the North.
- recognize the ingenuity of traditional Inuit and Indian adaptations to the Northern environment.
- express their feelings about the positive and negative influences of modern technology on Northern living.

Social participation objectives

The students should be able to:

- plan and carry out, with the teacher's help, a class activity designed to illustrate how a co-operative works.

UNIT III SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 2: Life Today

a. The People of the North

- Who are the inhabitants of the Near and Far North?

Introduction

. Examine a map of Canada which indicates the ethnic and linguistic affiliations of Canada's population. Of what ancestry are the majority of Northern inhabitants? What other racial or ethnic groups are represented?

Discuss the fact that Indians and Inuit comprise the original populations of the North. Locate the major Native sub-groups in the North. What do the terms "Inuit," "Dene," etc., refer to?

. Do research to find the origins of the Metis who live in the North.

Development

. For countless generations the North has been a homeland for the Indians and Inuit. Have students find out some of their traditional adaptations to their environment and illustrate these in chart or booklet form. When they have completed an investigation of the role of modern technology, students can add to this record to indicate the changes that have occurred with modern innovations.

. An eighteenth century European writer's description of Canada as a worthless piece of ice and snow might seem to apply particularly to Canada's North. Nevertheless, the North has held a fascination for non-Native people for hundreds of years. Have students undertake individual or group research to account for this attraction. Students could present oral, written, or multi-media reports on any of the following topics.

- (historical) resource exploitation - gold, iron, copper, furs, whaling, fishing, lumbering, ivory; adventure; religious missions; exploration, etc.
- (contemporary) resource exploitation - gold, iron, copper, asbestos, oil, natural gas, furs, fish, timber, hydro power; defence, tourism, scientific experimentation; adventure; exploration; land; etc.

Conclusion

. Did the non-Natives' view of the North differ noticeably from that of the Native inhabitants? Is this so today (i.e., frontier for resource development vs. homeland, environment as something to be conquered and exploited rather than something you co-exist with)?

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b. Meeting Needs in the North

- How does the physical environment influence the way Northerners meet their needs?
- What links do Northerners have with other Canadians? With other parts of the world?

Introduction

. With the students, briefly review the geographical factors that influence Northern living: extreme climate, short growing season, rugged terrain, delicate environmental balance, sparse vegetation in some areas, isolation from major population centres, etc.

. Ask students to suggest the needs they would consider essential if their families chose to relocate to another community. Categorize each of their requirements under the following headings, then consider some of the problems associated with meeting these same needs in the North. For example:

- Dependable supply of food, other consumer goods.
- Adequate affordable housing - heat, electricity, plumbing, etc.
- Employment opportunities.
- Recreation facilities.
- Health care, education, law enforcement.
- Religious organizations.
- Good transportation/communication system.

Would the needs listed by the class be considered essential by all Northern inhabitants? (e.g., People who still "live off the land" to a large extent? How might their priorities differ?)

. Then have students examine each of the categories listed to discover:

- How modern technology affects Northern inhabitants.
- How the physical environment influences the way needs are met.
- How traditional Northern lifestyles have changed and are changing.

. Ask students to record their findings using a variety of media.

Note: Choose one or two communities in both the "Near North" and the "Far North" for case studies rather than dealing with large regions. Students in Manitoba's "Near North" may prefer to focus on a community in their own region, then compare lifestyles with "Near North" areas of Alberta, Saskatchewan, Ontario, or Quebec, as well as examining communities in the "Far North." Examine topics from the following suggestions.

. Food

- For generations Native inhabitants successfully survived on the resources at hand. Have students identify the floral and faunal resources in the area you are studying. What skills are necessary to exploit them? To what extent do people still depend on "country food" in the North?

- Take one specific example of "country food," e.g., moose, caribou, deer, fish, and report to the class on how it is obtained today. How do environmental conditions affect its procurement? What staples do Northern people buy that they cannot otherwise obtain?

- Investigate the problems associated with purchase of food in the North that most Southerners would not face, e.g., contact the managers of a Northern Hudson's Bay Company store and a Southern supermarket to compare the prices in the two regions. Ask the students to offer reasons for the price differential, e.g., high cost of importation over long distances, small consumer population, little competition in many communities, etc. Would any products be cheaper? What things would not be available on a regular basis?

- Diet is usually influenced by cultural preferences and the foods imported to the North are frequently foreign to Native people accustomed to "country food." What problems have arisen with a change in the diet of Native people?

    - Examine tooth decay, inadequate nutrition, obesity, lower resistance to disease, etc. How can these problems be overcome (consumer education - e.g., government and H.B.C. programs to provide nutrition information in local Native dialects)?

- Physical conditions make much of the North unsuitable for agriculture. But recently research has been undertaken to explore the possibilities of reaching a greater degree of self-sufficiency in the North. Find out about the 1980 "North Feeding the North" conference in Thompson, Manitoba and report to the class on some of the recommendations.

. Shelter

- Ask the students to imagine they are contractors hired to provide modern housing for a Northern community. What special factors would they have to consider before beginning the job? Through research and discussion, explore some of the problems of:

    - Expense of importing modern construction materials or prefabs.
    - Necessity of building homes in close proximity to one another to minimize the cost of providing services.
    - Energy sources.
    - Special environmental problems - permafrost, severity of climate, muskeg, etc.
    - Accommodating the preferences of the prospective tenants.

- Through the use of illustrations or photographs, show how the kinds of shelters have changed from those used originally by Native people in this region to those which are typical today. What are the advantages/disadvantages of each type?

. Transportation

- Consult a map showing transportation routes or find out from a travel agent how you would reach the community you are studying. Is it accessible by rail? all-weather

road? water? air? Have a group of students calculate the cost of travel and the time required to reach their destination. Then using Winnipeg as the departure centre, find out how much it would cost to travel an equal distance to a community in Southern Canada. What factors account for the difference in time and money?

- Are there any problems you might encounter in reaching the community (e.g., travel restricted by break-up/freeze-up, white outs, limited travel on winter roads)?

- What problems associated with transportation do community residents have to deal with? For example:

    - Difficulty and expense of obtaining parts, repairs for snowmobiles, outboard motors, etc., cost of fuel, problem of keeping roads and runways open - snow removal.
    - Need for careful maintenance of equipment to ensure survival under extreme conditions.

- What traditional methods of transportation still persist in the North? Do they have advantages over modern modes? Disadvantages? How do Northern residents combine modern and traditional means of transportation to meet their needs (e.g., wooden sled pulled by snowmobile, motorized canoe)?

- Do some research, then outline in picture format or in a written report, the history of transportation in Northern Manitoba. Include a look at dog teams, snowshoeing, canoes and canoe freighting, york boats, motor boats, steam boats, H. B. railroad, early air travel, tractor trains, shipping at the Port of Churchill, etc. What further changes might you anticipate?

. Communication

- Have students do a class survey to determine the extent to which their families use the telephone and watch television during a one week period? Do they consider these forms of communication essential?

    - Then have the class find out if these services are available in the "Near North" and "Far North" communities they are studying. (This information might be obtained by contacting a local Chamber of Commerce or a local government official.)

- Find out what other forms of communication are used to maintain contact within the community and with other communities. Why is contact with other communities important? How did people in the North pass on news before modern forms of communication were available?

- Find out about the television programming available in one or two Northern communities. Is there a greater or lesser selection than in your community?

- How is the television signal received? Investigate the impact of satellite technology on Northern living.

- What opportunities are there for local radio or television programming, newspaper publication that reflects community concerns (e.g., local announcements, personal messages, etc.)?

- Obtain copies of Northern community newspapers. Examine them to determine:

    - How the editor/publisher obtains local news stories, advertising, etc.
    - What percentage of the content originates outside the community, i.e., from Southern news services, syndicated columnists, etc.?
    - What geographical area does the paper serve?
    - What are the current issues concerning local residents?
    - How is the paper the same as/different from the one in your community?

- Role play a situation in which students, who represent the local government of their Northern Native community, have to decide whether or not television should be introduced into their community. In preparation for this scenario, students should be familiar with some of the arguments for and against television installation. For example:

    - English or French language television could affect fluency in the Native language.
    - Most programming reflects the values and lifestyles of Southern Canadians or Americans.
    - Purchasing and maintaining a television in remote areas is expensive.
    - Television can increase knowledge about a world with which many people might otherwise have little contact.
    - Local control of some programming could provide educational opportunities.

. Recreation

- Taking into consideration the physical environment, ask students to list seasonal recreational activities that might be possible in the North. Are they the same as or different from those activities available in their own community?

- Write to local chambers of commerce or provincial or territorial tourist bureaus for information about recreational facilities, special festivals held in the community(s) you are studying. What events reflect the history and flavor of Northern living (e.g., The Pas Trapper's Festival; Norway House York Boat Days; Northern Summer Games, etc.)?

- Wilderness is one of the North's unique natural resources. Do research to find out what government measures are planned to create wilderness parks in this region. Report to the class about the kinds of activities that would be permissible in a wilderness park. What restrictions are there? Do you agree or disagree with these policies?

- Storytelling is a traditional form of entertainment which has been passed on for generations. Read aloud some Indian or Inuit folk tales representative of the area you are studying, or some tales of non-Native origin which may now be popular. Discuss how television, movies, or radio might affect traditional storytelling.

- Do a book review on poetry, biography or fiction with an arctic setting. It might focus on authors such as Farley Mowat, Robert Service, James Houston, Peter Pitseolak, Robin Gedalof (ed.), Alice French, John Tetso. Describe some of the ways the characters' lives are the same as or different from yours.

- Tourists are increasingly attracted to Northern areas for vacations. Have students design a tourist brochure or radio or television commercial advertising the features of the area they are studying. What special attractions could they highlight that are unique to this location?

- Find information on games typical of traditional Native societies in this region. Which ones are still popular today? Are any of them similar to games people play in other regions of Canada?

. Social Services

- Ask students to list the services provided by the various levels of government in their own community, e.g., education, health care, law enforcement, mail service, garbage pick up, etc.

- Then have smaller groups or individuals investigate how these services are administered in Northern communities. If possible, arrange for speakers to visit the class and describe their roles in providing services.

- Students might report on some of the following aspects:

- Education

  - Discuss the necessity of leaving your home community for university and sometimes high school education, and the problems this poses, particularly for Native people who have to cope with an unfamiliar culture and setting, and who often are alienated from their own culture. If possible invite a former student to speak to the class about personal experiences, or read excerpts from Alice French's My Name is Masak.

  - Try to locate information about training programs for Native people in Manitoba: Brandon University; Community Colleges extension programs; Inter-Universities North program. What is the advantage of training Native people to work in their home communities as teachers, nurses, dentists, doctors, etc.?

  - Have students role-play a situation in which they introduce a new student from a far Northern community to their own community. How would the new student's experiences compare with their own? Then do the same role-play in reverse by introducing a student from the South to a Northern community.

- Health Care

  - Investigate the availability of doctors, nurses, dentists, hospitals, nursing stations in the Northern community you are studying.

  - What services are available to Native people who must fly out to larger centres for medical treatment (e.g., interpreters, convalescent homes, etc.)?

  - Investigate the adherence to traditional remedies among Native people in the North (e.g., plant medicines).

- Mail Service

  - How does mail move in and out of the community? How do residents get their mail? What might cause delays in the movement of mail?

  - Compare present-day mail services in Manitoba's Near North with the system that operated early in the century when runners carried the mail by dog team in winter.

- Law Enforcement

  - Examine the role of the RCMP in Northern communities and find out about the training programs to provide Northern communities with Native constables, lawyers, magistrates, etc.

. Economic Activities (Jobs)

- Keeping in mind the needs of people in a Northern community and the available natural resources, draw up a class list of the economic activities (jobs) typical of the community under study. Be sure to consider the role of both the traditional Native economy as well as the more recent wage economy. For example:

  - Fishing, hunting, trapping; mining, hydro construction, gas, oil production, lumbering, tourism, stone carving, printmaking, civil service, education, health care, cottage industries, etc.

- Discuss the availability of jobs and the training necessary. Which jobs or activities might not be readily accessible to Native residents? To non-Native residents? Why not?

- Choose one economic activity for detailed study and report on the lifestyle that would be associated with this particular job, e.g., "a day in the life of . . ." Does the physical environment help or hinder this activity? How does modern technology affect it? Has it changed significantly in recent years?

- Some Native people in Northern centres have formed their own co-ops. Find out what type of co-ops exist, why they were established, and how they operate. Who are the decision-makers? Try to set up your own classroom or school co-op to market or produce something, or visit a co-op in your local community to find out how it works. What does your local co-op sell? Does it differ from a Northern Native co-op?

- Do some research about artists' co-ops in the North by contacting Northern Imp[illegible] - Canadian Arctic Co-operative Federation Ltd., Yellowknife, N.W.T., or West Ba[illegible]n Island Co-op at Cape Dorset.

- How does the art produced reflect their culture and environment? If possible, visit the Winnipeg Art Gallery to view their collection of Inuit art.

Conclusion

. Invite resource people into the class, or have students correspond with a number of people who have lived or are living in the Near or Far North and report on the following:

- The name and location of their community.
- The length of their stay in the North.
- How they earn(ed) a living.
- What they like(d) the most, the least about living in Northern Canada.
- Their most memorable experience in the North.

. Many print and non-print resources are available on the North. Have students critically analyze the sources of information they used for researching topics in this unit through some of the following activities:

- Using proper bibliographical format, compile a bibliography of the materials available in your school on a given topic from this unit. Why are publication dates important in choosing resources? (e.g., Out-of-date resources that focus on traditional Inuit lifestyles often reinforce the stereotype of happy Eskimos still living in snow igloos.)
- After examining a particular resource, decide whether the information is reliable and adequate, or whether the material needs to be revised or supplemented with other sources:
  - To examine inaccuracies, stereotypes.
  - To present more recent facts and figures.
  - to offer alternate viewpoints which may give a more balanced picture.

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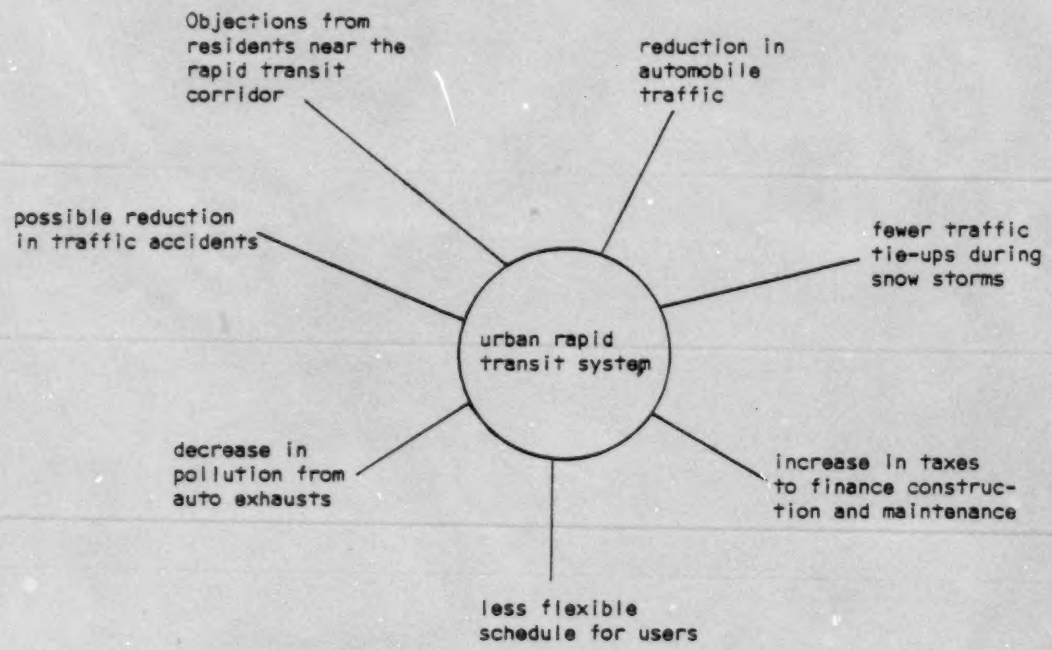
c. Technology and Change in the North

- How does modern technology affect the lives of people in the Near and Far North?
- How has it changed traditional lifestyles?

Note: Change is an on-going process in any society, although the rate of change often varies. In the North, as in other regions of Canada, people's lives have been altered by a number of forces which students should examine. The concept of cultural change is extremely complex because change in one part of a society frequently produces change in other parts of that society. It is also difficult to measure change and perhaps the best we can do is to identify specific innovations in specific instances to which we can, in retrospect, attach some significance. Therefore, it may be easier for students at this level to understand change by focusing on technological innovations or developments which have had a profound effect on life in Northern Canada. Items like permanent housing, airplanes, television, firearms, snowmobiles, are obvious examples but the list could also include resource development such as gas pipelines, hydro projects, mines, etc., which involve sophisticated technology.

Introduction

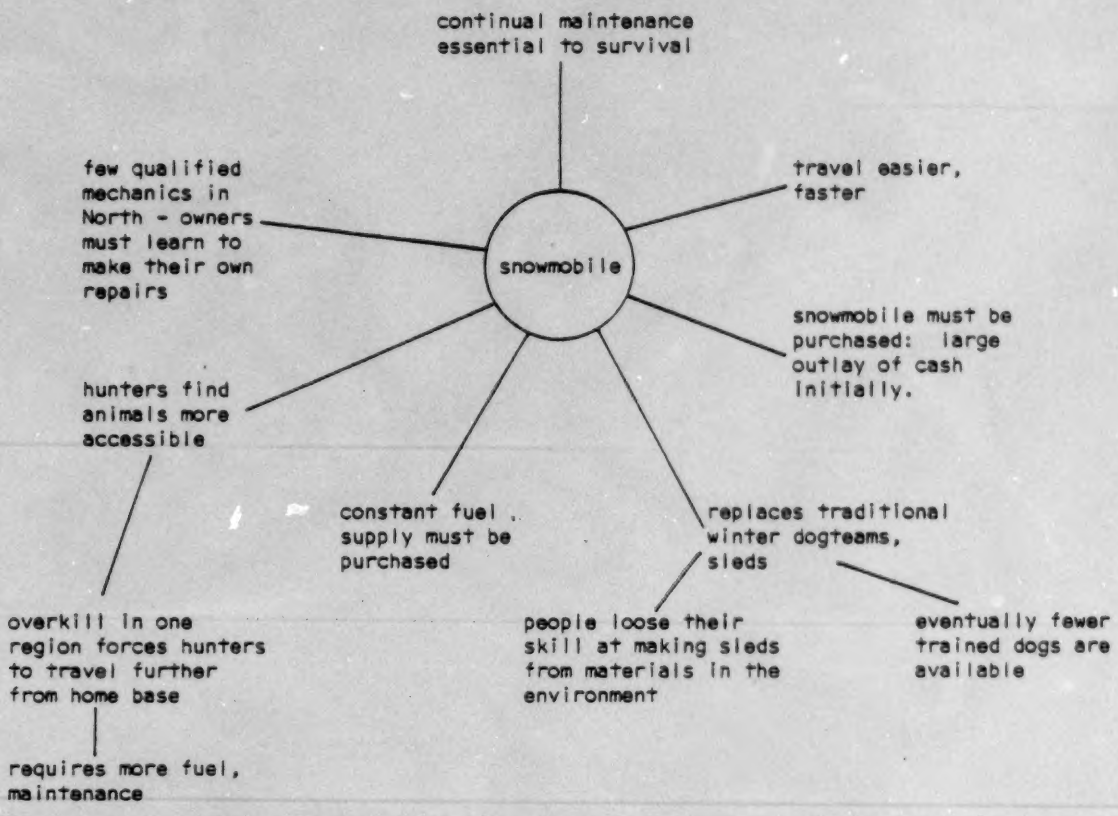
. Have students brainstorm to compile a list of actual or theoretical technological developments or innovations which would alter their lives or the lives of their families and diagram the possible effects of one suggestion. For example: construction of an urban rapid transit system or a railway overpass; development of a potash mine or aluminum smelter in Southern Manitoba or a hydro project in the Northern part of the province; introduction of a home computer system like Project Ida, etc.


Objections from residents near the rapid transit corridor
reduction in automobile traffic
possible reduction in traffic accidents
fewer traffic tie-ups during snow storms
urban rapid transit system
decrease in pollution from auto exhausts
increase in taxes to finance construction and maintenance
less flexible schedule for users

. At the conclusion of this exercise, it should be obvious that there are both advantages and disadvantages to having this particular item and that the change it causes could be widespread.

Development

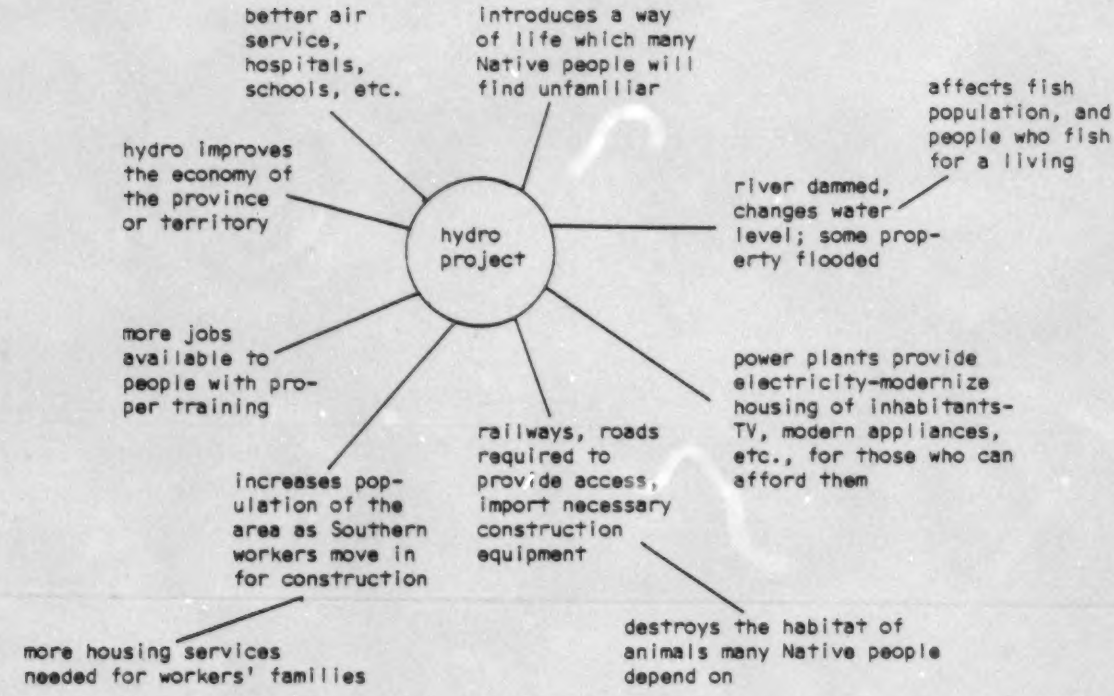
. Ask groups of students to choose one fairly recent example of a technical innovation introduced in the Near or Far North and diagram its effects in a similar fashion, e.g., the snowmobile.


continual maintenance essential to survival
few qualified mechanics in North - owners must learn to make their own repairs
travel easier, faster
snowmobile
snowmobile must be purchased: large outlay of cash initially.
hunters find animals more accessible
constant fuel supply must be purchased
replaces traditional winter dogteams, sleds
overkill in one region forces hunters to travel further from home base
requires more fuel, maintenance
people loose their skill at making sleds from materials in the environment
eventually fewer trained dogs are available

. Discuss the positive and negative changes that result from introduction of a technological invention. Do we have the option of accepting or rejecting technological changes?

. Resource development, which involves a high level of modern technology, can also bring about extensive change in a social and physical environment.

. Development in isolated Northern areas often means than an entire support system must be built as well. Have groups of students choose one natural resource, e.g., timber, iron ore, hydro power, and diagram the spill-over effects of its development. They might refer to an actual project, or invent a hypothetical situation. For example:


hydro project
better air service, hospitals, schools, etc.
introduces a way of life which many Native people will find unfamiliar
hydro improves the economy of the province or territory
river dammed, changes water level; some property flooded
affects fish population, and people who fish for a living
more jobs available to people with proper training
power plants provide electricity-modernize housing of inhabitants-TV, modern appliances, etc., for those who can afford them
railways, roads required to provide access, import necessary construction equipment
increases population of the area as Southern workers move in for construction
more housing services needed for workers' families
destroys the habitat of animals many Native people depend on

Conclusion

. Discuss how resource development might affect the quality of life of Northern inhabitants. How much say do local people have in the decision-making process?

. "Company towns" like Thompson, Manitoba, are frequently built near the sites of resource development to house workers and provide goods and services for families. Often their prosperity is directly related to the resource extraction and if markets are poor, or resources are depleted, the community's economy may suffer a setback. If possible, have students compare the boom town of Thompson in the sixties (as described in Canada: This Land of Ours) to the Thompson of the seventies where workers were laid off by Inco, the housing market was depressed, and many people worried about the future of the community. What might some solutions be to improve the situation? What is the outlook for Thompson in the 1980's?

- Students might record their comparisons and write a class letter to the publisher suggesting the revisions necessary to update that section of the textbook.

UNIT III TOPIC OBJECTIVES

Topic 3: Comparisons With Other Regions

Knowledge objectives

The students should be able to:

. identify the similarities and differences between life in the North and life in other regions of Canada.

Research and thinking skill objectives

The students should be able to:

. summarize information gathered on a chart in order to compare living in the North with living in other regions of Canada.

Attitude and value objectives

The students should be able to:

. share their feelings about the way of life of people in the North.

Social participation objectives (optional)

The students should be able to:

. cooperate in planning and carrying out an exchange of information between their region and another region of Canada.

UNIT III SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 3: Comparisons With Other Regions

Refer to Unit II, Topic 3, for suggested activities.

UNIT IV-BRITISH COLUMBIA

UNIT IV OVERVIEW

British Columbia is both a distinctive political and geographical region of Canada. A study of this unit will provide students with opportunities to examine a way of life which is related directly to resource-based industries and environmental concerns. Emphasis in this unit should be placed on concrete experiences and comparisons between life in the British Columbia region and life on the Prairies to promote understanding of the interdependence of the regions.

UNIT IV TOPICS AND FOCUSING QUESTIONS

1. Overview of British Columbia

   - What defines the boundaries of British Columbia (geographically, politically)?
   - What are the distinctive geographic features of this region?

2. Life Today

   - How do natural resources affect the way of life in British Columbia?
   - In what ways are people of British Columbia and the Prairies interdependent?
   - How have historical events helped to determine the racial/ethnic composition of British Columbia's population?

3. Comparisons with Other Regions

   - What are the similiarities and differences between life in the British Columbia region and life in other parts of Canada?

UNIT IV TOPIC OBJECTIVES

Topic 1: Overview of British Columbia

Knowledge objectives

The students should be able to:

. identify the boundaries of British Columbia and describe its location in relation to the rest of Canada.
. describe the distinctive physical features of the British Columbia region.

Thinking and research skill objectives

The students should be able to:

. use the atlas to locate the distinctive physical features of British Columbia.
. record atlas information onto an outline map.

Attitude and value objectives

The students should be able to:

. share the advantages and disadvantages of living in a region dominated by mountains.

Social participation objectives

The students should be able to:

. using papier mache or modelling clay construct a physical features map of British Columbia showing major features.

UNIT IV SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 1: Overview of British Columbia

- What defines the boundaries of British Columbia (geographically, politically)?
- What are the distinctive geographic features of this region?

Introduction

. Examine a topographical map of North America which shows the British Columbia region in some detail. Ask students to identify the natural boundaries which are evident (e.g., the Pacific Ocean and the Cordillera which divides this region from the Prairie region).

. Have students explain why the political boundaries - the 49th parallel and the borders separating the province of British Columbia from the Yukon and Alberta - are artificial.

Development

. On an outline map, identify and label British Columbia's major river systems, coastal waters, and mountain ranges.

. Investigate the factors which influence the amount of precipitation British Columbia receives annually. Compare the findings to the Prairie region.

- Construct a graph to compare the average amount of precipitation received in British Columbia to that received in the Prairies and in the North.

. Do research to explain the origins of the mountain ranges in the British Columbia region.

. Compile a glossary of geographic terms that apply to the physical features of the British Columbia region. If possible, illustrate the glossary with photographs or drawings (e.g., mountain range, valley, plateau, inlet, fiord, delta, island).

. Consult an atlas to determine approximately what percentage of the British Columbia region is composed of arable land. Discuss how elevation determines vegetation zones.

Conclusion

. Using papier mache or modelling clay construct a physical features map of the British Columbia region.

UNIT IV TOPIC OBJECTIVES

Topic 2: Life Today

Knowledge objectives

The students should be able to:

. identify and briefly describe the occupations of people in British Columbia which are related to the main resources.
. identify some of the environmental concerns associated with the use of the region's natural resources.
. provide reasons for the interdependence of people in the British Columbia region and the Prairie region.
. describe some historical events/cultural traditions that are evident in British Columbia society today.

Thinking and research skill objectives

The students should be able to:

. predict economic activities which are related to the landforms and resources of British Columbia.
. predict some environmental concerns associated with the economic activities.

Attitude and value objectives

The students should be able to:

. discuss their concern for the conservation and protection of natural resources.
. share feelings on issues affecting people in the British Columbia region (e.g., "power development in British Columbia has had both helpful and harmful effects on the quality of life.").

UNIT IV SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 2: Life Today

- How do natural resources affect the way of life in British Columbia?
- In what ways are the people of British Columbia and the Prairies interdependent?
- How have historical events helped to determine the racial/ethnic composition of British Columbia's population?

Water Resources

Introduction

. People engage in a variety of economic, cultural, and recreational activities that depend on the region's abundant water resources. On an outline map, ask students to identify and label British Columbia's major fishing areas, power developments, and ports.

- Prepare a bulletin board display to illustrate the various uses of water in British Columbia.

Development

. Through individual or small group research projects, investigate some of the following topics and record the results in a variety of formats such as dioramas, mobiles, brochures, models, diagrams, pictures, story or display charts, fact or coloring books, picture albums, illustrated dictionaries, board games, crossword puzzles, word jumbles, matching puzzles, etc.

- Varieties of fish caught in British Columbia waters (salmon, herring, cod, shellfish, etc.).
- Types of fishing methods (trolling, gill-netting, seining, trawling, etc.).
- Types of fishing boats.
- Festivals associated with fishing.
- Life cycle of the British Columbia salmon.

. Divide the class into groups to investigate the whaling and/or sealing industry in the British Columbia region. Research topics might include:

- Types of whales and seals.
- History of the industry.
- Processing.
- Products.
- Comparison of past and present methods of harvesting.
- Concerns raised by environmentalists.

. Native people were the first inhabitants of the British Columbia coastal region to develop societies based on the river and ocean resources. Fish was a staple food, and villages were usually located on ocean beaches or river banks, with the buildings oriented to the water. As a class, read North West Coast Indian legends or examine pictures of Native art which illustrate the prominance of salmon, halibut, killer whale (and mythical creatures such as sea serpents), etc., in traditional North West Coast culture.

- Try to discover if fishing remains an important economic activity for Native people of the British Columbia region today and report your findings to the class.

. Have students imagine themselves in the place of a hydro or dock worker, fishing boat operator, etc., and keep a brief journal of their experiences. For example:

- A day in the life of a person who fishes for salmon.
- A day in the life of a fish cannery worker.
- A day in the life of a ferry boat operator.
- A day in the life of a dock worker.
- A day in the life of a hydro worker.
- A day in the life of a coast guard officer.

. Traditionally, many of these occupations have been filled by males. To what extent are women employed in these jobs today?

. After raising some of the environmental concerns that affect the region's water resources (e.g., chemical pollutants from industry, over-fishing, effect of damming rivers for hydro projects), organize a class debate which focuses on one of these issues:

- The Columbia River Power Project has had a damaging effect on the environment.
- Canada's territorial waters should be extended to allow for better control of fishing.

. Investigate various recreational activities which are based on water resources (liquid or solid form): yatching; waterskiing, sports fishing, swimming, skiing; etc. By examining tourist brochures, try to determine the importance of water resources to the tourist industry of the British Columbia region.

. West coast ports are vital to the economy of British Columbia and the rest of Canada. Identify a number of the major port cities and choose one for more extensive study. Have students try to find answers to some of the following questions:

- How closely connected is the history of the port and the surrounding community, i.e., did the community develop because of the natural harbour?
- Is shipping the main economic activity or are other industries of equal importance?
- What products move through the port? What are their origins and destinations?
- Are there regulations passed by the various levels of government that control the port operation and the shipping industry?
- What special attractions does this port city offer to residents or tourists?
- Does the fact that ships from many nations dock at this port city affect the cultural and commercial atmosphere of this city (e.g., import shops, ethnic restaurants, etc.)?
- How important is this port to the British Columbia region and to the Prairie region?

Conclusion

. Compile a booklet of recipes using British Columbia fish.

. Visit the local grocery store to identify various types of canned, frozen, or fresh fish which comes from British Columbia.

. Find some short stories or folktales associated with fishing, whaling, or the sea in the British Columbia region to share with the class.

. Learn some sea songs.

Land Resources

Introduction

. Land resources are also important to people living in the British Columbia region. Write to the British Columbia Government Travel Bureau, Legislative Buildings, Victoria, British Columbia. Request pamphlets and brochures about the province in order to create a picture album, colorful mobile, or bulletin board illustrating the scenic beauty of the British Columbia region's land resources.

. On an outline map, use color keys to identify British Columbia's major forest, farm, and mineral areas.

Development

. Through individual or group research projects, investigate some of the following topics:

- Varieties of trees found in British Columbia forests.
- The logging industry in British Columbia.
- Making lumber; pulp and paper; plywood.
- Protecting forest resources.
- Cattle ranching in the Kamloops area.
- Market gardening on the Fraser delta.
- Fruit farming in the Okanagan Valley.
- Flower farming on Vancouver Island.
- Mining in the Kootenays.
- The smelting industry in Trail.
- The importance of the Gold Rush in British Columbia.
- Differences in farming between British Columbia and Manitoba.
- Differences in forest resources between British Columbia and Manitoba.

. Explore the lifestyles of the people who work in some of these industries by keeping a diary on related themes:

- A day in the life of a hard rock miner.
- A day in the life of a market gardener.
- A day in the life of a fruit farmer.
- A day in the life of a British Columbia logger.
- A day in the life of a prospector, either today or during the time of the Gold Rush.

. Investigate how people live in an inland community. Some of the following questions could be used to direct research:

- When and why was the community established?
- Were there Native people already living in the area? What tribe?
- What are the main economic activities of people in the town or city?
- What special attractions does the community offer to residents or visitors (e.g., What statues or historical markers commemorate people or events important in the history of the community or region)? Are these related to the land resources of the area (e.g., apple festivals at harvest time; museums which exhibit early logging or mining technology, etc.)?

. Explore problems related to the conservation of land resources (e.g., how urban sprawl reduces the amount of agricultural land; the effects of irrigation, strip mining, etc.). Try to find out what agencies are responsible for regulating the use of land in this region.

. Consult a map of the British Columbia region that indicates major land transportation routes.

. Ask students to suggest the difficulties of building and maintaining highways and railroads in this region. Is the process simpler and less expensive in the Prairie region? Why or why not?

. Refer to the construction of the first railway that linked British Columbia to the rest of Canada. After students research the topic, compile a class list of the difficulties the workers had to overcome. How do their experiences compare with those of a present-day railroad worker? What things are easier because of modern technology?

. Do research to find the role of the Chinese and Japanese workers in building the CPR.

Conclusion

. Visit the local lumber yard to compile a list or collect samples of forest products from British Columbia.

. Visit the local grocery store to identify samples of fresh, frozen, or canned fruit and fruit products from British Columbia.

. Construct an illustrated chart showing the interdependence of British Columbia and the Prairie provinces.

. Pretend that you are a tourist to British Columbia. Prepare an illustrated brochure about the area you would like to visit most.

. Prepare a tourist's oath in the form of a signed scroll outlining what you, as a visitor to British Columbia, would do to protect the province's land and water resources.

. Investigate the lifestyle and cultural traditions of a native group living in British Columbia.

. Do some research to discover how artists have portrayed the beauty and the geographic and cultural diversity of the British Columbia region in visual art or literature. Prepare a brief, annotated bibliography of books of fiction or folktales set in the British Columbia region that might interest your classmates.

UNIT IV TOPIC OBJECTIVES

Topic 3: Comparisons with Other Regions

Knowledge objectives

The students should be able to:

. identify the similarities and differences between life in the British Columbia region and life in other regions of Canada.

Thinking and research skill objectives

The students should be able to:

. summarize information in chart form to compare living in the British Columbia region with living in other regions of Canada.

Attitude and value objectives

The students should be able to:

. share how the British Columbia region is an integral part of an interdependent nation.

Social participation objectives (optional)

The students should be able to:

. cooperate in planning and carrying out an exchange of information between their own region and another region of Canada.

UNIT IV SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 3: Comparisons with Other Regions

- What are the similarities and differences between life in the British Columbia region and life in other regions of Canada?

Refer to Unit II, Topic 3, for Suggested Activities.

UNIT V-ONTARIO

UNIT V OVERVIEW

The purpose of this unit is to introduce students to the nature of Ontario today through an examination of such things as geographic make-up, the way of life of individuals in different occupations, cultural diversity, and important issues affecting the province's inhabitants. Activities for addressing these areas of understanding are structured around the following topics and associated focusing questions.

Note: Ontario and Quebec are studied separately to emphasize the contrast of the dominant cultural groups (English and French) found in those two regions. The overlap of the unit on the North should also be noted.

UNIT V TOPICS AND FOCUSING QUESTIONS

1. Overview of Ontario

   - How are the boundaries of Ontario defined and what is this region's position in relationship to the rest of Canada?
   - What are Ontario's distinctive physical characteristics?
   - What population patterns are observable in Ontario?

2. Life Today

   a. Resource Development

   - How does the manufacturing of natural resources into consumer goods affect how people live?
   - How can the availability and use of natural resources affect the development of a nearby community?

   b. Historical and Cultural Traditions

   - How do historical and cultural traditions influence contemporary life in Ontario?

   c. Contemporary Issues

   - What issues surround large-scale manufacturing in Ontario?

3. Comparisons with Other Regions

   - What similarities and differences are there between life in Ontario and life in other parts of Canada?

UNIT V TOPIC OBJECTIVES

Topic 1: Overview of Ontario

Knowledge objectives

The students should be able to:

. locate Ontario's position in Canada.
. identify Ontario's distinctive physical features, recognizing that Ontario encompasses more than one geographical region within its political boundaries.
. provide reasons for the population distribution in Ontario.
. explain the time zone concept.

Thinking and research skill objectives

The students should be able to:

. acquire specific skills in map reading and construction:

- orient maps and note directions.
- recognize the scale of a map and compute distances.
- locate places on a map by means of a grid system.
- express relative locations.
- read map symbols and legends.
- compare maps to make inferences and decisions.
- identify time zones indicated on maps.

Attitude and value objectives

The students should be able to:

. share the pros and cons of such a large proportion of Canada's population located in such a small area of one province.

UNIT V SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic I: Overview of Ontario

Introduction

. Locate Ontario and describe its relationship to Manitoba. Use a variety of points which students may identify with and compare against.

- In an atlas, find a political map of Canada. What province is immediately east of Manitoba?
- What is the name of the Manitoba town closest to the Manitoba-Ontario border? What is the name of the Ontario town closest to this border?
- What is the latitude of the most southerly town in Ontario and in Manitoba? The most northerly? Will this cause any differences in climate?
- All provinces and territories have capital cities. What is the capital of Ontario?
- On what lake is Ontario's capital city located?
- Ontario is different from other provinces because it has two capital cities. What is the other capital city and why is it important to us?
- On what river is Canada's capital city located?

. Identify Ontario's major topographical features.

- Find a physical map in the atlas. What does a physical map illustrate?
- What are the major land and water features in Ontario?

. Ontario's provincial boundaries are artificial lines which delineate a specific political area. Which landforms identify much of the southern border?

- Ontario could be sub-divided into at least two distinct regions according to its population density, economic activities, and physical terrain. Consult maps of the province to discover the boundaries of the Canadian Shield or Near North region and the "Golden Horseshoe" or Great Lakes Lowland region.

Development

. Compare Ontario's size to that of Manitoba and other provinces. Review the importance of scale.

- Trace a map of Ontario and one of Manitoba. Make sure these maps have the same scale.

- What is the widest point and the longest point of each province?
- Compare the figures above. Which is the longer/wider; by how much?
- Find the area of Ontario. Compare this to other provinces. How does Ontario rank?

. Determine the topographical features of Ontario and compare them to Manitoba.

- What is the most common height of land in Ontario? How does this relate to Manitoba?
- The area around Georgian Bay, Lake Timagami, Lake Nipissing, and the Ottawa River is known as the Gatineau Hills. How can you tell this area is higher than the Niagara Peninsula?
- How does a map indicate low lying marsh area? Are there any of these marsh areas in Ontario? In Manitoba?

. Continue to develop an understanding of the idea of boundaries.

- What divides Manitoba from Ontario? Is there a lake, river, or mountain range that makes this division naturally?
- Look at the boundary between Ontario and Quebec. Is there a natural division here?

. Develop some perspective about distances within Canada.

- Find a map of Canada illustrating transportation routes. What are the three most common means of transportation shown?
- Imagine you are going to take a trip from Winnipeg to Toronto along the Trans Canada Highway. How many km would you have to travel? If you drive an average of 90 km per hour and spend 6 hours driving each day, how long will it take to reach Toronto?

. Introduce the idea of time zones.

- Canada has five time zones. Name them and locate them on a map. What are they?
- In what time zone is your town or city located?
- On your trip to Toronto your passage into another time zone made a difference of how many hours?

. Identify the natural resources available in Ontario.

- Find a map which illustrates the natural resources available in Canada. What major natural resources are found in Ontario?
- Research one of these topics:
  - Types of trees available for lumbering. Locate these on a map with symbols.
  - Find out what produce comes from mixed farms in southern Ontario.
  - Investigate the conditions needed for fruit farming.
  - Find out what fish are caught in the Great Lakes and the kind of fishing boats and equipment used.
  - Make a list of the industries you think would use natural resources such as timber, fish, farm goods, dairy products, and iron ore. Where are most of these resources located in Ontario?

Conclusion

. In planning your trip from Winnipeg to Toronto, you travelled through a great deal of country. Compare your physical map with a transportation map. Make a collage illustrating types of country you were likely to pass through.

. Make a physical relief map of the Canadian Shield area.

. Put together either a scrapbook or another form of visual presentation of the sites a tourist might visit when in Canada's capital city.

. Write to the Ontario Department of Mines and Natural Resources for information about their minerals. Ask them for samples.

. Investigate wild flowers and edible plants found in Ontario. Present a visual display.

. Canoeing is a very popular recreational activity in Ontario. Research some of the favorite canoe routes in the province. Write to the Department of Tourism for information.

UNIT V TOPIC OBJECTIVES

Topic 2: Life Today

Knowledge objectives

The students should be able to:

- . describe some of the occupations of people who work in Ontario's major resource extraction and/or manufacturing industries.
- . describe how a community is affected by the development of a natural resource nearby.
- . identify how historical and cultural traditions influence contemporary life in Ontario.
- . describe some of the issues surrounding large-scale manufacturing in Ontario.

Thinking and research skill objectives

The students should be able to:

- . continue to develop the skills outlined in previous units.

Attitude and value objectives

The students should be able to:

- . express their concerns on issues related to industry and pollution.
- . recognize the contributions that different cultural groups have made to life in Ontario.
- . identify the difficulties of moving from a community to settle in a new "resource town."

Social participation objectives

The students should be able to:

- . as a group, identify community and provincial agencies or associations that have been established to assist new immigrants. Either write to or visit one of these agencies or associations to find out more about its activities.

UNIT V SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 2: Life Today

a. Resource Development

- How does the manufacturing of natural resources into consumer goods affect how people live?
- How can the availability and use of natural resources affect the development of a nearby community?

Introduction

. Explore the reasons why communities in Ontario exist where they do.

. Find a natural resource map on Ontario and one showing the location of communities. Compare these two maps. Choose one of the important natural resources (i.e., forests or minerals). By comparing the two maps find the communities that are located close to these resources.

Work in groups with different resources.

. Using the same natural resource, make another list of industries and occupations that are related to the resource.

. After the group work is complete, make a large class list. How many communities were identified? How many different industries and occupations?

. Needs and the use of natural resources are two reasons for having a community located in a certain place. What are some of the other factors which might decide where a community is to be?

. Examine the human factor. If you were to move to a new community, what would be some of the important things you would consider? Compile a class list.

. By looking at the reasons that help to explain why communities grow in certain places, and by examining what different people look for in the place where they live, review some of the factors which are important to a lifestyle. As a result of this investigation, determine if anything new can be added to the meaning of the term "lifestyle" developed in previous units.

Development

. Have students gain the specific knowledge about lifestyles related to Ontario industries which produce goods to meet the needs of people.

. Imagine you are a logger who cuts trees for the pulp and paper industry. Do some research to find the answers to these questions:

- Where would you work?
- Would you be logging all year? Why or why not?
- How would you get into the bush to cut the trees?
- What kind of houses would you live in?
- What would you eat?
- What kind of clothes would you wear?
- What kinds of equipment would you need?
- Would you be allowed to take your family with you?
- How much money would you earn?
- What would you do in your spare time?

. If you worked in the processing area of the pulp and paper industry, you would probably live in the same area where you worked. Sault Ste. Marie has a pulp and paper mill. Obtain a map of this community and compare it with a map of your own community. What similarities and differences do you find?

. If you were a fruit farmer in the Niagara Peninsula, you probably wouldn't live in a town but on your own farm. Find out about fruit farming in this area. Make a plan to show what your farm might look like.

. In the southern portion of Ontario "mixed farming" is an important way of life. Find out about mixed farming in this area. Prepare a report on why this might be a more profitable type of farming than an operation which raises just one or two crops. (Market gardening and tobacco farming might also be explored.)

. In the area of Ontario where fruits and vegetables are grown, is a large food processing industry. People who work in factories and processing plants lead a different life from people who grow the produce. Prepare a chart to illustrate some of these differences (e.g., type of work, hours of work, working conditions, rate of pay, etc.).

. The food we eat is an important aspect of our lifestyle. Compile a small recipe booklet of dishes that could be made from some of the fruits and vegetables produced in southern Ontario.

. Besides people to produce goods, Ontario has a large number of people involved in service industries, and in trading and selling goods.

- Make a list or illustrated chart to show other types of services people in Ontario would require to fulfill their needs.

. Because of Toronto's location in terms of industry, resources and transportation, many companies have located their "head offices" there. What is a "head office?"

- For one week, collect newspaper articles, etc., about companies whose head offices are in Toronto. What is the major function of each of these companies? What services do they provide for people in Ontario and the rest of Canada?
- Besides offices of large companies or corporations, what else do you think a major business centre should have?
- Using old magazines, pamphlets, travel brochures, etc., prepare a mobile or illustrated chart of places of interest to visit in Toronto.
- Prepare a chart to illustrate similarities and differences between living in your community and in Toronto. For example:

	MY COMMUNITY	TORONTO
Houses Clothes Food Transportation Places of interest Recreation		

. Because Canada trades with other countries of the world, we have to know how much one Canadian dollar will buy of another country's money. Call a local bank to find out the foreign exchange for:

- U. S. dollar.
- German mark
- British pound.
- Japanese yen.
- French franc.

Conclusion

. In the pulp and paper industry, two different ways of life have been explored. Of the two, have students select the one they would prefer and support their choice with as many reasons as possible. The same format could be used in the agricultural industry. Would they rather be a fruit farmer or a cannery worker?

. Sault Ste. Marie has both a pulp and paper and an iron and steel industry. Discuss why it is beneficial for a community to have more than one large industry.

. If you were a wheat farmer from the Prairies, what would your reaction be to the size of the farms in southern Ontario?

. Make a list of goods that people in Manitoba would buy from Ontario. What would people in Ontario buy from Manitoba?

. Hold a class discussion on why Canada must trade with other countries of the world.

. Collect newspaper articles for one week that deal with Canada's international trade. What did we sell and what did we buy?

. Discuss some of the problems such as water, air, and noise pollution which result from large industry.

- Acid rain, along with the pollution of the English and Wabigoon Rivers and the effect on the Native people might also be explored.

. Prepare a visual presentation on the pollution found in the Great Lakes. Types, causes, and solutions to the problem might be investigated.

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b. Historical and Cultural Traditions

- How do historical and cultural traditions influence contemporary life in Ontario?

Introduction

. Ontario is a multi-cultural province. Use the following series of questions to promote class discussions in order to exchange ideas and clarify opinions.

- What similarities and differences do people have?
- What do you think culture is?
- What do you think prejudice, racism, biggotry, and discrimination are?
- What does multi-cultural mean to you?
- What does citizenship mean to you?
- What is a minority group?

. Examine how cultural factors are reflected in everyday life.

- One factor which reflects culture and origin is language. Find a map of Ontario which shows the location of communities. From the names of these places, how many cultural/ethnic groups can you identify?
- Religion is often important to a culture. From the yellow pages of a Toronto telephone book, how many different religious denominations can you find? Do some of them specify which cultural group they represent (i.e., Greek Orthodox, etc.)?
- One of the most enjoyable aspects of Canada's multi-cultural nature is the different foods we can try. Pick a special occasion, such as Christmas, choose three different cultural groups, and find out about the types of food they traditionally serve.

Development

. Imagine that you had to move to another community. What are some of the things you might think about before you left and when you got there?

. If you had to move away from your own community and province, what would be some of the things you would think about when deciding to move?

. Probably during your time at school, you have had new students from Ontario join your class. Interview them to find out what their moving experience was like.

. Imagine that you had to move to Ontario. Which area would you choose and why?

. Make a list of different cultural groups who have made the decision to live in Ontario. Identify a tradition each group has contributed to Canada's multi-cultural heritage.

. Examine the lifestyle of a Native group living in Ontario today (e.g., What is life like today on the Six Nations Reserve?).

Conclusion

. If you were a grape picker from the Rhone Valley in France, where would you be likely to settle in Ontario? Why?

. Moving to a foreign country can be a traumatic experience. Quite often people with similar cultural backgrounds settle in the same area to relieve some of the stress. Find some examples of this trend in Ontario. Examine one of these groups closely. What traditions have they kept?

. Because Ontario has a variety of cultural groups, many different types of festivals are held annually throughout the province. Write to the Ontario Department of Tourism for information about these festivals.

. Moving from a remote area to the city, or to a new province or country can sometimes be very complex. The provincial government and the local community have set up agencies and associations to assist new immigrants. Identify some of these agencies and associations in your area and report on their activities.

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c. Contemporary Issues

- What issues surround large scale manufacturing in Ontario?

Introduction

. Over a period of one week, have students cut out articles from newspapers, magazines, or other sources about an issue or problem in Ontario today. On a specified day, have the articles brought to class and ask each student to report on the nature of the issue or problem.

Development

. As a class or in groups, compare the articles that have been collected.

- How many different topics have been identified?
- Do each of the topics have more than one point of view?
- Does someone have an article on the same topic, but with a different point of view?
- Why do you think that peoples' views can be different although the topic is the same?
- Whose views are reported in the article?
- How do you think you would make a decision for one side or the other?
- What resources are available to you to investigate the topic further?
- Many different people read reports and articles. For what particular group of people do you think the article was written?

Conclusion

. From the list of topics compiled by the class, have each student choose one which interest him or her. They must now decide which point of view they hold on the issue, and by means of a written report, oral presentation, visual display, etc., make a convincing case for their point of view.

UNIT V TOPIC OBJECTIVES

Topic 3: Comparisons with Other Regions

Knowledge objectives

The students should be able to:

. describe the similarities and differences between life in Ontario and life in other areas of Canada.

Thinking and research skill objectives

The students should be able to:

. in chart form, summarize information gathered about Ontario in order to compare this area with other parts of Canada.

Attitude and value objectives

The students should be able to:

. view differences among people's cultures as variations in the ways they fulfill needs and wants.
. compare cultural groups in Ontario with those in Manitoba.

Social participation objectives (optional)

The students should be able to:

. cooperate in planning and carrying out an exchange of information between their region and another area of Canada.

UNIT V SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 3: Comparisons with Other Regions

- What are the similarities and differences between life in Ontario and life in other areas of Canada?

Refer to Unit II, Topic 3, for Suggested Activities.

UNIT VI-QUEBEC

UNIT VI OVERVIEW

This unit is designed to expose students to Quebec as it is today. Due to the fundamental role Quebec has in Canadian history, it is important that students be aware of the similarities and differences between Quebec and their own province. This unit will therefore place strong emphasis on the daily life of the people in a variety of occupations, and on the culture which surrounds them.

Note: Quebec and Ontario are studied separately to emphasize the contrast of the dominant cultural groups (French and English) found in these two regions. The overlap of the unit on the North should also be noted.

UNIT VI TOPICS AND FOCUSING QUESTIONS

1. Overview of Quebec

   - What defines the boundaries of Quebec and what is its relationship to the rest of Canada?
   - What are Quebec's distinctive physical features?

2. Life Today

   - What are the major economic, recreational, and cultural activities that make up the way of life in Quebec?
   - What kinds of ties do the people of Quebec have with other Canadians? With other countries?
   - What historical events and cultural traditions play an important role in the lives of the people of Quebec?
   - What current issues affect people in Quebec?

3. Comparisons with Other Regions

   - What are the similarities and differences between life in Quebec and life in other parts of Canada?

UNIT VI TOPIC OBJECTIVES

Topic 1: Overview of Quebec

Knowledge objectives

The students should be able to:

. identify the boundaries of Quebec and describe its relationship to the rest of Canada.
. describe Quebec's distinctive physical features.

Thinking and research skill objectives

The students should be able to:

. interpret maps (boundaries, physical features, etc.).
. compare the size of Quebec with other provinces of Canada.
. recognize the similarities in population distribution between Quebec and Ontario and give reasons for this similarity.

UNIT VI SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic I: Overview of Quebec

- What defines the boundaries of Quebec and what is its relationship to the rest of Canada?
- What are Quebec's distinctive physical features?

Introduction

. Use maps to locate Quebec and to describe its relationship to Manitoba and the rest of Canada.

- What is the province immediately to the west of Quebec?
- Part of what Canadian province borders on northern Quebec?
- Which other Atlantic province borders on Quebec?
- How many provinces lie between your home province and Quebec?
- Which large body of water touches both the borders of northern Ontario and Quebec?

. Quebec's political boundaries encompass more than one physical region - the Canadian Shield or the "Near North" and the St. Lawrence-Ottawa Lowland. In chart form, compare these two regions using some of the following criteria.

- Physical relief.
- Natural resources.
- Population density.
- Languages spoken.
- Economic activities.

. Establish an exchange of local information between your school and a school in Quebec.

. Begin a class scrapbook about Quebec, to be added to as this unit progresses.

Development

. Use a map which shows the major cities of Canada and their populations in order to place some of the cities of Quebec in a Canadian perspective.

- What is the capital of Quebec? What was it called in the past? What does the name mean?
- How does the capital city of your province compare to the capital city of Quebec? Does it have a smaller or larger population?
- What are the six largest cities in Canada?
- What is the largest city in the province of Quebec?

. Locate Quebec using a grid system in order to compare its climate to Manitoba's.

- Use a grid system to find the latitude and longitude of Quebec. Compare to Manitoba.
- Since temperature is partly determined by the latitudinal location of an area, which province would have the milder climate?
- Compare Quebec's climate to Manitoba's. Does Quebec receive as much snow? Are winters as long and cold? Are summers as short and dry? Is rainfall the same?

. Identify Quebec's main geographic areas. Use a map which illustrates transportation and relief.

- On a drive, with a friend, from Montreal to Quebec City you would be travelling in an area known as the St. Lawrence Valley. How large is the area? What is the land like? Why would people choose to live here? What jobs would they have? What would they do for fun? What communities are in the area?
- At Quebec City, you and your friend go separate ways. Your part of the journey takes you into the Canadian Shield. Make a collage to show what the land is like.

Why would people choose to live here? What needs would they have? What forms of recreation are popular?
- Your friend's journey has taken a turn into the Appalachian Mountains. Why are these some of the oldest and most worn mountains in the world? Why would people choose to live here? What jobs would they have? What would they do for recreation?

. Examine Quebec's variety of resources. Draw a large outline map of Quebec.

- In an atlas find a map which shows farmland, forested areas, and tundra in Quebec plus the industries related to these resources. Devise a system for illustrating these features on your outline map.
- Use the same exercise for mineral resources and their related industries.
- Many of the minerals found in Quebec are used in products in your home. Make a list of the minerals and take it home to see if you can match some of the minerals to their finished products.

. Explore the St. Lawrence River as an important transportation route.

- Find a nautical chart of this river around the cities of Montreal and Quebec. What symbols do you find which aid in navigation? What is the deepest/shallowest area indicated on the chart? Are there any dangerous shoals or reefs? What is the St. Lawrence Seaway and why is it important to Canada's trade and transportation?
- From your Coast Guard Patrol and/or Red Cross organization, find out some information about navigation laws/rules.

. What are the major tourist attractions in Quebec?

Conclusion

. Choose one geographic area of Quebec. Is there a similar area in Manitoba? What do the people in this area of your province do? Do the people in Quebec do similar things?

. River transportation is one of the most important forms of moving goods in Canada's history. Put together a collage, series of sketches or a report on water transportation.

. Make a mobile of either various agricultural and forest products, or various mineral and energy products.

. Make a collage of the different faces of the Quebec landscape.

. Prepare a pictorial display comparing Quebec City and Montreal.

. Look in some art books to find out how Canadian artists have interpreted the Quebec landscape.

. Compare architectural styles of older buildings in Quebec City and a western city such as Winnipeg or Calgary. What accounts for the differences, if any?

UNIT VI TOPIC OBJECTIVES

Topic 2: Life Today

Knowledge objectives

The students should be able to:

. recognize the major economic, recreational, and cultural activities of people in Quebec.
. describe how natural resource development and technology affect the lives of people in Quebec.
. identify some links with the rest of Canada and the world.
. describe the significance of some historical events and cultural traditions in contemporary Quebec.

Thinking and research skill objectives

The students should be able to:

. continue the development of skills introduced in previous units.
. make specific comparisons between Manitoba and Quebec.
. use newspapers and periodicals as a source of information and recognize the bias of the authors.

Attitude and value objectives

The students should be able to:

. express their feelings about the contributions that French Canadians have made to our heritage.
. recognize the contributions that other cultural groups make to life in Quebec today.
. discuss their positions and explore individual feelings on value topics and issues (e.g., Language Rights, Bilingualism, etc.).

Social participation objectives

The students should be able to:

. plan and carry out an activity designed to familiarize the class with the traditions and activities of a French cultural association in Manitoba.
. compose a class letter to the Quebec Department of Tourism requesting information about vacation areas in the province.

UNIT VI SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 2: Life Today

- What are the major economic, recreational, and cultural activities that make up the way of life in Quebec?
- What kinds of ties do people of Quebec have with other Canadians? With other countries?
- What historical events and cultural traditions play an important role in the lives of the people of Quebec?
- What current issues affect people in Quebec?

Introduction

. Relate occupations and other human activities to the topographical features of Quebec.

- After examining the resources of Quebec in Topic I, make a list of jobs and occupations related to them.
- Compare this list to what you have learned about other provinces. Are there similarities between occupations? Are there differences?
- Find an aerial photograph of farmland in Quebec and farmland in another Canadian province. Do you see any differences in the way that farms are organized?
- From the study of natural resources, pulp and paper is one type of industry in Quebec. What are the major types of trees used in this industry? What kinds of jobs are necessary in this industry?
- What types of fish are caught in the Gaspé area?
- Rouge Mont is an area in the Eastern Townships famous for a specific agricultural product. What is the product?
- The sugar maple tree is used to make famous confections. What are they? How are they made? Explore some of the historical traditions associated with this activity.
- If you were a farmer along the St. Lawrence River, what would your farm be like? What crops would you grow? What livestock would you raise?

Development

. "Open Pit" mining is not an industry carried on in all Canadian provinces. How does this method work? What resources are mined in this way? How has technology changed the life-style of people working in this industry? Construct a model of an "open pit" mine.

. One of the important products of the "light industries" in Quebec is the manufacture of chemicals. What is a "light industry?" How does it differ from a "heavy industry?" What chemicals are produced in Quebec? Why are they important to other parts of Canada?

. Before the St. Lawrence Seaway was opened, Montreal received many products by rail. Obtain an aerial map of Montreal and find the rail lines which enter the city. Make your own map with only the rail links illustrated. Indicate where each line comes from.

. Fishing is not a major industry in Quebec, but in the Gaspé Peninsula it is a way of life. Many of these fishermen produce "salt-dried" cod for the markets of Europe. This process is much the same as that used by the Basque fishers of the 1500's. Use reference sources to research this process and present either a written or oral report.

. Hydro-electric power has recently become an important resource in Quebec. How does this type of power work? Where are important hydro projects located in the province? How has the life of Native people and others been affected by the development of these power projects?

. Visit a local department store and/or grocery store. Look for examples of products that come from Quebec (e.g., clothing, maple sugar products, etc.).

. Trapping still occurs in northern Quebec. Explore trapping as a way of life today. Compare the life of a trapper in northern Quebec to the life of a trapper in northern Manitoba. Build models to compare old and new kinds of traps.

. One of the special features of Quebec is its handicrafts. Create some form of visual presentation illustrating those crafts.

. "Sugaring-Off" parties are a tradition of the Quebec maple sugar business. Write to the Department of Tourism or Agriculture to find out about these parties and their tradition.

. Imagine you are a fisher in the Gaspé Peninsula. Write an account in the form of a diary or journal to describe what your fishing days would be like.

. Imagine that you are a high steel worker in the construction trade. What physical and psychological traits would you need to be successful?

. View the NFB film "High Steel" and write a review or report orally to your class about its main points.

. Quebec is one of the world's largest producers of asbestos. Find out about the production of asbestos and what it is used for. What health hazards are associated with this industry?

. The garment trade is a large industry in Quebec. Do a project on one aspect of this trade (e.g., design, manufacturing methods, marketing, types of clothes, etc.). Identify some clothing manufacturers in Manitoba. Communicate in writing or visit one of these garment industries to find out more about its activities and compare with Quebec.

. Compile a series of recipes using goods that are produced or are available in Quebec.

. Illustrate one Quebec occupation.

. Examine some of the elements of French Canadian culture in Quebec (e.g., traditional costumes, language, music, art, food, religious beliefs, literature, etc.).

- Listen to records of French Canadian songs. What can you learn about French Canadian people from these songs?
- Learn a French Canadian song and/or folk dance.

- Make a collage illustrating one characteristic of French Canadian culture.
- From a book of Canadian art find two pictures; one which shows life in Quebec in the old days and one which shows life in Quebec today. What differences do you find? Why do you think there are differences in these pictures?
- Write to the Quebec Department of Education to find out what schools are like in Quebec today.
- Put together a scrap book or a tourist brochure about local festivals in Quebec.
- Find some French Canadian poems and/or folktales. Write your own song or poem about French Canada today.
- Historic buildings from the French Regime still exist in many towns in the province. Write to the Quebec Department of Cultural Affairs or look in books to find pictures of some of these buildings. Prepare a report or a bulletin board display.
- Identify some French Canadian personalities who have acquired fame in sports, music, art, literature, politics, etc.

. Examine some of the cultural traditions of other racial groups who live in Quebec today (e.g., Native people. What is their lifestyle in urban centres? How does it compare to life in a smaller reserve community?)

Conclusion

. Familiarize students with current issues concerning Quebec. Have students identify categories and illustrate how some topics may fit into more than one category.

- Use newspapers, magazines, T.V., and radio information to develop a list of topics which relate to Quebec.
- Take the list of topics and divide it into categories, i.e., Economic, Political, Religious, Social, etc. Because of the nature of some of these topics, it may be necessary to list the same topic in more than one category.
- Using one of the articles, prepare an outline report. Things you should look for in preparing this report are:
    - Techniques used to persuade or convince you. Does the author use facts, narrative, or does he/she refer to other important issues?
    - Bias: Is the article biased in that it only tells part or a single aspect of the story?
    - Author: Is she/he somebody who might be antagonistic or favorable to the topic being discussed?
- Hold class discussions or debates on topics such as:
    - Quebec Separation
    - French language rights
    - Asbestos take-over
    - Development of hydro power and its effects on Native peoples.
    - The Labrador dispute
    - Bilingualism, etc.

. Draw comparisons between living in Quebec and living in Manitoba today.

- What do we have in common?
- How are we different?
- How do we depend on each other?

. Examine some issues confronting contemporary Quebec.

UNIT VI TOPIC OBJECTIVES

Topic 3: Comparisons with Other Regions

Knowledge objectives

The students should be able to:

. identify the similarities and differences between life in Quebec and life in other parts of Canada.

Thinking and research skill objectives

The students should be able to:

. in chart form, summarize information gathered in order to compare living in Quebec with living in other parts of Canada.

Attitude and value objectives

The students should be able to:

. share their views about how Quebec is different from the other provinces in Canada and how it is the same.

Social participation objectives (optional)

The students should be able to:

. cooperate in planning and carrying out an exchange of information between their region and another area of Canada.

UNIT VI SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 3: Comparisons with Other Regions

- What are the similarities and differences between life in Quebec and life in other parts of Canada?

Refer to Unit II, Topic 3, for Suggested Activities.

UNIT VII-ATLANTIC CANADA

UNIT VII OVERVIEW

This unit is designed to examine how people live in the Atlantic region. It points out the provinces which make up this region and focuses on distinctive geographical features, main economic activities, contemporary issues, and similarities and differences of this region when compared to the other regions of Canada. The emphasis is on the relationship between the people and their environment.

UNIT VII TOPICS AND FOCUSING QUESTIONS

1. Overview of Atlantic Canada

   - What provinces make up Atlantic Canada and what boundaries define this region?
   - What are the distinctive geographical features of this region?

2. Life Today

   - How are the people's main economic and recreational activities related to the natural resources of the Atlantic region?
   - What current issues concern residents of this region?
   - How is the Atlantic region linked to the rest of Canada? to the World?
   - What are the advantages/disadvantages to living in the Atlantic region?

3. Comparisons with Other Regions

   - What are the similarities and differences between life in the Atlantic region and life in other regions of Canada?

UNIT VII TOPIC OBJECTIVES

Topic I: Overview of Atlantic Canada

Knowledge objectives

The students should be able to:

. identify the provinces within the Atlantic Canada region.
. identify the boundaries of Atlantic Canada as a physical region and describe its location in relationship to the rest of Canada.
. describe the major geographic features of Atlantic Canada.
. recognize that a particular geographic region can include a number of political divisions.

Thinking and research skill objectives

The students should be able to:

. compare and contrast the similarities and differences of the provinces that make up this region.

UNIT VII SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic I: Overview of Atlantic Canada

- What provinces make up Atlantic Canada and what boundaries define this region?
- What are the distinctive geographical features of this region?

Introduction

. Examine a map of Canada which illustrates the political boundaries of Canada's east coast provinces. Have the students:

- Name and locate each province and its capital on a map.
- Locate the provinces totally surrounded by water.
- Identify the provinces bordering on Quebec.

. By consulting a map which indicates vegetation zones, locate:

- The province which is largely farmland.
- Two provinces with the most forested areas.
- The province which contains a tundra area.

. Review the climate of the four provinces. What factors influence climate? Compare the climatic characteristics with the region in which you live.

Development

. Identify some of the individual features of each province in the Atlantic region.

- Newfoundland is known for the fishing grounds both east and south of its coast. What are these grounds called? Locate them on a map.
- One of the oldest land forms in the Atlantic region is Newfoundland's Great Northern Peninsula. Do research in either an atlas or an encyclopedia to discover how the peninsula was formed.
- The Appalachian Mountains in New Brunswick are among the oldest mountains in the world. They have been subjected to eroding forces for centuries. Make a list of the forces which cause this wearing away or erosion.
- There are six forest vegetation zones in Nova Scotia determined by temperature, terrain, soil, and distance from the sea. Make a map illustrating these six zones.
- New Brunswick today has about 88% of its land covered with forests. Find a way of making an illustrated map of the most important kinds of trees found in the province.
- New Brunswick is subject to tidal bores. What are these and where do they occur?
- What are the dimensions of Prince Edward Island, Canada's smallest province?
- One of Prince Edward Island's unique features is its red soil. What causes this condition?
- The ecology of Prince Edward Island is very different from that found on the island by the first settlers. Only two original land forms remain, the salt marshes and the sand dunes. Choose one of these and research how it was formed.
- Compare the population size of each of the provinces in the Atlantic region. Has the population been increasing or decreasing in the last decade?
- What languages are spoken by the majority of the population in this region?

Conclusion

. Despite their apparent diversity, these four provinces are frequently referred to as the Atlantic region. Ask students to suggest common features which might define the provinces as a region (e.g., proximity to the Atlantic Ocean, importance of fishing in their economy).

UNIT VII TOPIC OBJECTIVES

Topic 2: Life Today

Knowledge objectives

The students should be able to:

. identify the occupations arising from developing the natural resources of this region and briefly describe the way these people live.

. outline several reasons why the provincial and federal governments play an important role in the Atlantic region's economy.
. identify current issues which concern people in the Atlantic region.
. identify some of the trade, transportation, and cultural links between the Atlantic region and other regions of Canada and the world.

Thinking and research skill objectives

The students should be able to:

. participate in researching information about various aspects of life being examined in Atlantic Canada.

Attitude and value objectives

The students should be able to:

. share with the class the contributions that individuals or cultural groups in Atlantic Canada have made to the Canadian heritage.
. examine their positions and feelings on such controversial issues as the seal hunt, off-shore mineral rights, and pollution resulting from burning coal.

Social participation objectives

The students should be able to:

. contact agencies in Atlantic Canada for information about this region.

UNIT VII SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 2: Life Today

- How are the people's main economic and recreational activities related to the natural resources of the Atlantic region?
- What current issues concern residents of this region?
- How is the Atlantic region linked to the rest of Canada? to the World?
- What are the advantages/disadvantages to living in the Atlantic region?

Introduction

. Based on their knowledge of the topography of the Atlantic region, ask the students to list the natural resources that might form the basis of the Atlantic region's economy. Then examine a map of the region to confirm their suggestions and add any resources that were omitted.

. Compare the natural resources of the Atlantic provinces. Locate the various resources on a map.

. Based on the knowledge of resources in Atlantic Canada, make a list of products which come from this region. Organize the products into specific categories. Take your list home and try to identify products which have come from Atlantic Canada. What products does the Atlantic region import from other regions of Canada?

. Make a list of the five most common trees in the Atlantic region. Which ones form the basis of an industry? What are they used for?

. In what province are fish, sea food, and various agricultural products the major resource?

. Besides ocean and agricultural resources, what other resources does New Brunswick have?

. One of the Atlantic provinces has a fruit farming area. Which province is it and what does it produce?

Development

. Examine in closer detail the relationship between resources, occupations, and the way of life.

The Fishing Industry

- Gill netting is a technique used primarily for inshore fishing, off the coast of Newfoundland. Explain the principles of gill netting and find or draw pictures to illustrate the technique.
- Many Atlantic fishers work as part of "trawler fleets" which are owned by the fish processing companies. How do you think their life would differ from that of an independent fish worker?
- Fish processing has gone beyond just salting and drying. Investigate some of the new methods of processing fish.
- The fish co-ops in Nova Scotia were established many years ago. Write to them to find out about their history and activities.
- There are eight districts for lobster fishing in the Atlantic region. Identify and locate these districts on a map.
- What are "lobster pounds" and why do they exist?
- If you were a lobster worker you would only be able to catch lobster legally in season. Choose a lobster location in the Atlantic region and write a seasonal journal of what you would do throughout the year.
- What are "territorial waters" and "international waters?"
- Fisheries are the responsibility of the federal government. How do you think that extending the territorial limit will affect Atlantic fishing?
- Why do you think the government imposes quotas on the amount of fish (of a certain type) caught by each fisherman? How do you think this could affect their lifestyle?
- The government has imposed fishing seasons on lobster, as well as other types of fish. Research the seasons for one fish type and plan a trip around the Atlantic region in conjunction with the fishing season. Write to the Department of Tourism or the Department of Fisheries for information on the topic.
- In New Brunswick the fish processing industry is largely seasonal. Why does this situation occur?
- Write the Prince Edward Island Department of Fisheries for information on "oyster farming." Present a report on this type of farming.
- If possible, visit a fish processing plant in your area to report on its activities.
- Make a collage of different fishing methods.
- Prepare a selection of recipes using types of sea food found in the Atlantic region.
- Collect a series of Atlantic songs which tell about either fishing itself or the hardships of this way of life.
- Write a journal comparing the life of an offshore fisher to that of an inshore fisherman.
- Compare fishing in the Atlantic region to fishing on the West Coast or on Lake Winnipeg.

The Mining Industry

- Belle Island, off Newfoundland, was a supplier of iron ore. In 1965 the mine closed. From resource books prepare a report on why this happened and how it affected life on the island.
- Coal was at one time a very important resource in Cape Breton. Make a model or a drawing of what a coal mine would look like. How do these mines compare with the mines of the Prairie or British Columbia regions?
- Most of Nova Scotia's minerals are for industrial use. Explore the path of gypsum or salt from the mine to industry. This may be done in the form of a flow chart.
- What special dangers do people in the mining industry face? What government regulations are designed to improve the safety of mining operations?
- Laboradorite is a gem stone found in the Tabor Islands. Research the process of preparing this stone for use in jewelry.
- Do research to find how the Atlantic region's petroleum needs are met. What is the potential for developing an off-shore petroleum industry in the Atlantic region?

The Forest Industry

- Forestry is a growing industry in Newfoundland. Trace the route taken by trees after they are felled and stripped until they reach Corner Brook or Grand Falls.
- One of Newfoundland's problems in the forest industry is that too many trees take root and growth is cut off. If you were in charge of the forestry department, what solutions would you have?
- How can leaving only poor quality trees in the forest affect future production?
- Explain in visual, oral, or written form how trees are made into paper.
- In New Brunswick and Newfoundland, rivers are used to transport logs. Build a model which illustrates how logs are moved this way. What are some of the dangers?
- Find out about the spruce bud worm that threatens the Atlantic region's forest industry. Why is its control a controversial issue among the people of this region?

The Agricultural Industry

- The Acadians of Nova Scotia have engaged in the reclamation of marshland at the mouths of rivers emptying into the Bay of Fundy. How did they reclaim this land and what are they using it for?
- One of the most important factors to a dairy farmer, besides good herds and fodder, is closeness to market. Where do you think the major dairy area would be in Nova Scotia? What are some of the products you have at home that are related to the dairy industry?
- Food processing related to the potato production is an important industry in New Brunswick. McCain Foods, at Florenceville, is a major processing company. Visit your local grocery store and make a list of all the products you can find that are made by McCain. Did you find any other companies making the same products?
- Prince Edward Island is known as "Spud Island" to many people. In spite of this, mixed farming remains the most important type of agricultural activity. Investigate to find out why this is.
- Prepare a report comparing types of farming and products in the Atlantic region and the Prairie region.
- What is a "cash crop?" What are some of Nova Scotia's cash crops?
- Identify the major food processing industries in Atlantic Canada and find their locations.
- What and where is the "Golden Triangle?"

Transportation

- In the nineteenth century, the Atlantic region was an important commercial and shipping area. Do research to find out why the region declined in importance (e.g., construction of the Panama Canal, St. Lawrence Seaway).
- What are the main transportation links among the four Atlantic provinces today? What are their links with the rest of Canada?
- What is the Bluenose and why is it famous? How has it been commemorated by the Canadian government?

Tourism and Recreation

- Investigate different types of sports and other recreational activities which people living in Atlantic Canada enjoy throughout the seasons. Are these activities similar or different to those enjoyed in Manitoba?
- Tourism is a growing industry in the Atlantic region. Make a scrapbook illustrating some of the reasons people would want to travel there. Include information about tourist attractions in each province.
- Plan a week's trip to one province in Atlantic Canada. Make a list of special places you would like to visit and people you would like to meet. Trace out your route on a map.
- Atlantic Canada, like other parts of our country, is populated by people with many different backgrounds.
    - Make a list of some of the different cultural groups who live in Atlantic Canada.

- Explore the cultural traditions of one group. Attempt to show how their life today has changed from what it was like in the past.
- What festivals are part of Atlantic Canada's traditions?

- New Brunswick holds a unique position in Canada. It was officially the first bilingual province. What are the linguistic/cultural groups recognized and where are they located?
- Plan a trip around one of the Atlantic provinces. Investigate the historic sites and the new developments in this province. Keep a journal of your trip to help you remember what you saw.
- Collect information and prepare a presentation on one of the historic sites in Atlantic Canada.
- Compile a collection of folk songs, stories, and poems about the Atlantic region. Who are some of the contemporary artists that have made the Atlantic region well known?

Conclusion

. Help students to recognize some of the current issues which are important to the people living in Atlantic Canada today. Class discussions or debates could be held on such topics as:

- Transportation Problems in the Atlantic Region
- Power Developments in Labrador
- Hunting of the Harp Seals on the Ice Flows
- Government Research Stations
- Territorial Waters
- Off-Shore Oil
- Government Aid for Unemployment

. In Newfoundland, the Smallwood government encouraged people to leave the out ports and their traditional way of life, in order to participate in some of the government planned projects. Imagine you were persuaded to leave your home and family to work in a processing plant. Write a letter home explaining the differences/similarities, the good and the bad, of this new life away from the sea coast.

. Many Newfoundland communities have formed developmental groups. These groups deal with the provincial government on behalf of their area. Imagine you are a part of a group from Corner Brook (or any other community). Draw up a petition or letter to be sent to the government dealing with changes your group would like. Remember, you aren't usually taken seriously if you make outrageous demands. Attempt to contact some of these groups to find out more about their activities.

UNIT VII TOPIC OBJECTIVES

Topic 3: Comparisons with Other Regions

Knowledge objectives

The students should be able to:

. identify the similarities and differences between life in the Atlantic region and life in other parts of Canada.

Thinking and research skill objectives

The students should be able to:

. in chart form, summarize data gathered in order to compare life in the Atlantic region with life in other parts of Canada.

Attitude and value objectives

The students should be able to:

. recognize the Atlantic region as a part of the Canadian nation.

Social participation objectives (optional)

The students should be able to:

. cooperate in planning and carrying out an exchange of information between their region and another region of Canada.

UNIT VII SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 3: Comparisons with Other Regions

- What are the similarities and differences between life in the Atlantic region and life in other parts of Canada?

Refer to Unit II, Topic 3, for Suggested Activities.